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ABSTRACT

The Education Professional Development Act inaugurated, in 1971, a Pupil Personnel Services Program to encourage recruitment, training, and program development for more versatile pupil personnel service workers. The program established seven three-year regional projects, each with a center providing leadership to smaller satellite settings. A center-satellite project clusters a university, community, and school districts. During the spring of 1973, the center-satellite project based at the University of Pittsburgh conducted a series of six workshops. Workshop sponsors and topics included: (1) Buffalo Satellite, "Humanistic Education and PPS-Building Team Skills," (2) Boston Satellite, "A New Look at Clinical Competencies," (3) Brockport Satellite, "Reinforcing Administrator Roles Through Counselor Education," (4) Pittsburgh/Duquesne Satellite, "The School as a Training Site," (5) Washington, D.C. Satellite, "University-School Relations: Implementing the Waddy Decree," (6) Pittsburgh Center, "The Multi-Cultural Community and the Counselor." This document reports the proceedings and materials emanating from the workshops. Each satellite project is described, and an introductory paper reviews the staff and program development strategies employed by the project as a totality. (Author/NM)

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CHANGES FACING PUPIL PERSONNEL SERVICES
TRAINING AND SERVICE

A Report of Six Workshops
Sponsored By The
Northeastern EPDA/PPS
Center-Satellite Project

February 1974

Department of Counselor Education
University of Pittsburgh
and
SUCNY Brockport - Boston University - Buffalo Public Schools
Duquesne University - D.C. Public Schools

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Since its inception, the Northeastern EPDA/PPS Center-Satellite Project has been, both conceptually and operationally, a collective of inter-related institutions, projects, activities and individuals. This report and the six workshops it chronicles, like the project itself, is the product of these many interactions and associations. Many were involved and many deserve recognition and acknowledgement.

Organizationally, the project is structured around three inter-related components (a) five Satellite projects, (b) the Center demonstration component, and (c) the Center itself, a set of resources providedto enhance and support the six training projects.

Much of the credit for both the individual Satellite projects, as well as, the workshops reported herein is clearly the result of the hard work and many contributions of the Satellite Directors and their staffs. I am pleased to acknowledge their many and varied contributions especially the co-ordination of the individual workshops held at their site: Doris Swanson Hill, Buffalo; Jane O'Hern, Boston; Jeremiah Donigian, SUCNY-Brockport; William Faith, Duquesne-Carlow; and Myrtice Tobias and Margaret Labat, Washington, D.C.

By Design, the Center Demonstration component comprises the activities of the Department of Counselor Education, University of Pittsburgh. Directly or indirectly all faculty and students of the Department have participated in and contributed to this project. I am particularly pleased to acknowledge their willingness and ability to both demonstrate and articulate the many facets of training educational personnel, as well as, to constantly innovate and try out the new.

The Center--never conceived as a place, but rather a set of resources and a process for utilizing those resources for the development of the overall project--draws on a number of specific persons who have contributed significantly to both the project and these workshops. The Satellite Co-ordinators provide the linkage between Center and Satellite as exemplified in the workshops reported in this volume. Their constant assistance and hard work is greatfully acknowledge: Robert Campbell, Buffalo; Mark Peterson, Joe Werlinich, and Wade Baird, Boston; Patrick Malley, SUCNY-Brockport; Canice Connors, Duquesne-Carlow; and Tom Meade, Washington, D.C.

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Charles P. Ruch
Pittsburgh, PA
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Designing for Staff and Program Development

An Introduction to Six Workshops

Charles Ruch

During fiscal 1971, the Office of Education's then Bureau of Educational Professions Development, Teacher Development Branch inaugurated a new Pupil Personnel Services (PPS) program designed to

> encourage the creation of a new (not merely an additional) professional, more versatile than his many colleagues and predecessors, one who is able to relate as effectively to the individual student as to the individual teacher and to groups of either students or teachers, and who can, at the same time, see the school system as a whole while being concerned with the growth of the individual. (EPDA/PPS Program Design, Sept. 1970, p.1).

The program, known as the Center-Satellite Program, represented not only a marked departure in Office of Education (OE) funding strategy, but created an organizational structure which potentially provided for systematic self-renewal for both trainers and training programs concurrently with the recruitment and training of a new educational specialist. The following materials explicate some activities sponsored by the Northeastern Center-Satellite project to organize and conduct such a staff and program development strategy.

I. The National Program

The PPS Center-Satellite program model evolved from over a decade of OE experience with the training of school counselors, school psychologists and other pupil personnel specialists. While it will be left to others to more completely describe and assess this evolution, several comments about the antecedents of the Center-Satellite program are necessary to put the following documents in context and perspective.

The Institute Program sponsored under title V-B of the National Defense Education Act (NDEA) of 1958 provided a major training effort for thousands of school counselors. In addition, it was clearly responsible for upgrading the quality and substance of counselor education programs in colleges and universities. Without an any way demeaning the many documented accomplishments of the NDEA program, several limitations became evident by the close of the program in 1968. The competitive nature of the funding procedures produced little inter-institutional co-operation, dissemination of new techniques, or mutual support. Multi-year funding, deemed necessary for institutional change, was not possible. The universities dominated the Institute program with little involvement for local schools, state agencies or community groups with seldom direct opportunity for trainers (university faculty) to be retrained. Finally, much of the training provided under the Institute program emphasized a counselor role which relied heavily on one-to one or group counseling as the primary intervention skill and strategy.

Several of these limitations were corrected in the Support Personnel Program conducted under the Education Professional Development Act (E.P.

D.A.) during 1969-71. Projects were directed to a wider array of PPS workers in a variety of institutions. Projects involving social workers, psychologist, etc., were funded through local educational agencies and state departments, as well as, universities. An arrangement known as Clustering, (Malcolm and Brown, 1972) brought projects together on both a regional and topical basis for mutual support and self-renewal. Community involvement, consortium arrangements, and inter-institutional teaming were piloted. In spite of these developments, there was still a minimum of institutional change, a minimum of integrated role/function for PPS workers, and an absence of redefinition and retraining for the trainer, rather than for the worker. The Center-Satellite program model was an aggressive attempt to create a new structure to respond to these reoccuring issues.

Although the program design and model has been disseminated and discussed (McGreevy, 1971), several of its features are reported here as a prelude to the more specific activities reported in the remaining sections. The national program objectives are:

1. To improve the qualifications of the trainers and supervisors of pupil personnel specialists.

11. To develop programs which
    a. Contain cooperative planning and evaluative arrangements among the university, the school, and related community agencies,
    b. Train pupil personnel specialists and other members of the school staff to function together as a team,
    c. Design, implement and evaluate PPS training programs of an experimental nature that are appropriate for low income area schools (e.g., store front, use of para-professionals, etc.)

111. To recruit and train members of minority groups as pupil personnel specialists.

IV. To bring about, both in the institution which prepare pupil personnel specialists and in the shcools where they function, organizational change which will facilitate achieving the goals stated above. (EPDA/PPS Program Design, Sept., 1970, p 8.).

To respond to these objectives, the Office of Education funded a number of inter-related university-school districts-community settings where both the training of PPS workers and the delivery of service could be reassessed and redesigned. Seven regional projects were created for the three year period (1971-1974). One setting (Center) provided the major leadership (fiscal, administrative, and programmatic) for the collection of four to seven smaller settings (Satellites). It was envisioned that the Center would play a significant and continued role in training the Satellite personnel, who would, in turn, develop local programmatic efforts.

Special significance was placed on Objective III, "to recruit and train members of minority groups as pupil personnel specialists." Each of the seven Centers has placed an emphasis on the minority groups residing in the geographic area served by the project. Minority recruitment, selection and placement characterized each Center. Each Center has sponsored curricula innovation and field setting development directed toward making PPS training more relevant to the needs of minority students.

The seven Centers in the PPS Center-Satellite Program are:

California State University, Hayward

Indiana University

University of New Mexico

University of Pittsburgh

University of South Dakota

Tennessee State University/University of Tennessee

Pan American Universitv/University of Texas, Austin

Each Center-Satellite project is free (and encouraged) within programmatic and contractual limitations, to develop unique strategies and processes for achieving the program goals. The regional and multi-institutional nature of the program design provided a rich array of resources which, if inter-connected, could provide a potent strategy for the improvement of PPS services for all children

II. Staff and Program Development Strategies

As highlighted above, the past fifteen years has seen a multiplicity of attempts to bring change, reform, and, in some cases, even revolution, to the educational processes. In spite of billions of dollars and the efforts of thousands of reformers, taken as a total, the schools and their services remain virtually unchanged. Creative teachers can be found. Outstanding programs are in operation. DeMott, reviewing the role of OE in the school reform business quotes OE that,

> "Much money has been spent for demonstration programs or innovative practices, yet most (if not all) school systems continue business as usual (1972)."

A central notion surrounding many of these efforts has been the *training* of educational personnel. Largely through support offered by fellowships, Institutes, and grants, a variety of *new personnel* have been trained or re-trained and introduced into the schools. However, the evidence is abundently clear: *training, per se, as a reform or institutional change strategy, is at best, a weak approach*. Amitia Etzioni, Director of the Center for Policy Research at Columbia, recently noted:

> What is becoming increasingly apparent is that to solve social problems by changing people is more expensive and usually less productive than approaches that accept people as they are and seek to mend not them but the circumstances around them (1972).

Training new personnel, while contributing to over-all institutional change, is, in and of itself, insufficient to produce lasting programmatic changes. If this strategy has proven unsuccessful in the past, it is even more likely to be unsuccessful in the future as education faces a surplus of personnel coupled with decreasing school enrollments.

The Center-Satellite program targets two kinds of objectives or outcomes, each necessitating a specific though inter-related strategy. The training of educational personnel, graduate faculty to paraprofessionals, is staff development. Changing the training programs for PPS specialists or the delivery of services for such workers is another kind of outcome; program development. The presence and inter-relationship of both is deemed critical to any meaningful reform or planned change processes. Both are present in all seven Center-Satellite projects.

Notions about Staff Development. The training of counselors and other pupil personnel workers has often been the model for other educational personnel. The fusion of personal and professional development as the core around which training program designs for PPS workers has emerged has proved to be a potent model. It has resulted in a variety of innovative training sequences, strategies and techniques. The characteristics of the NDEA Guidance and Counseling Institutes were highlighted at IMPACT (Guthrie, ed., 1968) and included: program structure, use of groups, use of supervision, the role of the disciplines, and an emphasis on the person as a learner. Significant staff development issues and strategies from the EPDA program have been reported in the documents of the LTI (Moore, ed., 1970). Most Center-Satellite projects have incorporated this rich heritage in staff development in their project design.

At least five specific notions about staff development characterize the Center-Satellite program, as operating in the Northeast. First, the program is targeted to include a specific minority population. Each Center is recruiting and training PPS workers from minority populations representative of the geographic area served by the Center and Satellite projects. For example, the South Dakota Center, Native Americans; the New Mexico Center, Chicano; and Northeastern Center, Urban Black.

Second, revisions, innovations and new developments in both the content and process of the training are being instituted in keeping with the specific needs of the trainee. Community imput, ethnic studies for counselors and revision of counseling techniques for minority students are examples of such curricular changes found at each center.

Third, the role model for the Center-Satellite program is rather prescriptive. Although variation and emphasis is present across the program, the generalist model outlined in the EPDA/PPS Program Design (1970) is the central staff development role model.

Fourth, the project is characterized by cross-age training. Both trainees, (University and Supervisors) and pre-service trainees receive training under the auspices of the Center-Satellite projects. 'Double practicum' where faculty work with doctoral students, who in turn work with pre-service, entry level trainees, is a frequent arrangement. Furthermore, community input for both faculty and trainee provides another alternative to PPS training models.

Finally, in many instances pre and in-service training are viewed as a continuum and treated simultaneously. Many Center or Satellite training activities combine pre-service trainees with professionals already in the schools. This arrangement has proved to be an enriching and stimulating vehicle with pay-off's for both trainer and trainee.

These approaches are designed to improve the quality of the staff development conducted by the Center or Satellite projects. Con-current program development notions also characterize the program.

Notions About Program Development. While there is still much to be learned about the conduct of planned program change or development, several key notions have been incorporated into the total Center-Satellite program design and are utilized in the Northeastern project.

The first such notion relates to time. Program development takes a sustained effort over longer periods of time than is usually thought. New structures, characteristic of program change, often require the acquisition of new skills, experiences with new processes, and changes in work related behaviors. These all necessitate frequent retraining and specific attention. All of these take time. The funding agency (OE) recognized this in providing the Centers with multi-year agreements and the Northeastern Center early in the course of the project, assured the Satellites of a similar agreement.

The second notion centers around the proposition the institutions change institutions. The potency of one institution engaging another in the creation and conduct of meaningful alternative structures and processes has not been fully utilized. However, such institutional procedures as sub-contracting, negotiating, joint priority setting and shared institutional resources are potentially powerful change strategies that transcend the "individual change agent". Their utilization in the Center-Satellite model brings a range of social, in addition to personal, processes to bear on programmatic reform. In a similar vein, the juxtaposition of institutions in the Center-Satellite model provides an arrangement for mutual support. The successes and problems experienced at one setting can be explored in other settings. The Center-Satellite arrangements allow for the development and diffusion of solutions from institution to institution.

The third notion regarding program development has to do with the use of some form of a site concentration strategy. In an attempt to overcome the many processes within an institution that tend to neutralize reform efforts, the strategy of concentrating or combining resources at one site has been found to be successful. Training personnel already in positions, working with total units (building faculty or departments), combining projects (PPS plus Career Opportunity or TTT), guaranteeing placement through joint recruitment and selection, are all aspects of this strategy. Examples of each can be found within the Northeastern project.

The encouragement of diversity is yet another strategy thought to be related to program development. The Center-Satellite model capitalized on this notion in two interrelated aspects. On the one hand, the program placed a primary emphasis on the recruitment of personnel from minority populations. The recruitment, training and subsequent placement of black, Chicano, Native American, or Asian PPS workers will enrich and stimulate both PPS training programs and services. In a similar vein, the identification and selection of a diverse collection of educational programs and institutions, both "traditional and non-traditional", provides for a rich array of ideas, models and alternatives which can serve to engage and sustain program development.

Finally, specific training to support change efforts, rather than mere general personnel development training is desired. Such training activities need to be related to the installation and maintainance of program changes. New skills, attitudes and behaviors necessary for programmatic changes need to be introduced and reinforced through training sessions. The training activities reported in the following section exemplifies this strategy as it applies to program development.

III. The Northeastern Center-Satellite Project

The Northeastern EPDA/PPS Center-Satellite project is centered at the Department of Counselor Education, University of Pittsburgh. The project includes six urban settings, each a university, school district(s) and community complex. The participating institutions in the Northeastern project include:

Boston University--Boston Public Schools
Cathedral High Schools

Buffalo Public Schools--SUNY at Buffalo

D.C. Public Schools (Garnett-Patterson Jr. High School)--
Howard University

Duquesne University--Carlow College
Canevin High School

SUCNY-- Brockport--Greece Central School District
Rochester Public Schools

University of Pittsburgh--a variety of local educational agencies

Nature of the Settings. All six project settings have shared several characteristics from the outset of the project in 1971. First, all are urban institutions serving an urban population. All have a history (or lack of it) with local communities and their schools, and all faced the demands of the day that necessitated increased and more relevant interactions with the urban environment. Second, each had a prior experience with educational personnel training projects either with NDEA or EPDA or both. They were aware of both the advantages and limitations of the "Institute" model. Finally, while there was some inter-institutional co-operation in existence, no setting had all of the projected components interacting, and there was no strategy for mutually supporting staff or program development.

By contrast, each of the six project settings brought a unique element to the over-all project. Each has a developing element(s) or emphasis called for in the over-all program design. Across the six settings there is a balance between university and school-based settings; between specialist and generalist orientations to PPS worker role and delivery of service, and between experienced and young staff and personnel. Finally, and most importantly, no one setting, Center or Satellite, had all the elements of the total program design--each could teach; each could learn!

Project Rationale. The design and management of such a multi-institutional project, with both personnel development and programmatic change goals, requires some explication. There is much to be said for the single project model, eg., the old "Institute" model. It creates for a finite period, a "temporary system" where resources can interact in a fixed space with rather specific goals and objectives. Frequently, the management style is of a highly personal nature, directed toward the personal and professional development of participants and staff alike. These conditions tend to create high interaction and energy among all participants. Experiences with Institute-like projects, (NSF, NDEA, Experimental Teacher Fellowship Program) have provided creative and successful alternatives for training educational personnel. In sum, the model possesses unusual potency for the educational staff development.

However, many of a projects' virtues become liabilities when program development or institutional change become parallel or competing goals. As a "temporary system" a project does not have much "leverage" on other more significant systems which it might desire to influence. With rather static boundaries, a project is less likely to influence or be influenced by its surrounding systems. Resources committed for a fixed period may be redistributed or reassigned to new priorities. Finally, the strategy of personnel training as a program change strategy is incomplete by itself. For example, the development of a new PPS specialist does not assure the adoption of their role in the schools.

The Office of Education program model for Center-Satellite projects implied a strategy for the diffusion of the new PPS specialist role into the schools and the changing of PPS training programs. The program design implicitly utilized what Schon (1971) calls the "center-periphery" model for diffusion of innovation. This model postulates diffusion as communication between two persons, one with the idea, the other to receive it. The model's success rests on three elements; (a) a fully realized innovation prior to diffusion, (b) diffusion as the movement of an innovation from center out to ultimate users, and (c) directed diffusion centrally managed through dissemination, training, and provision of resources and incentive (Schon, p 81). The success of this diffusion model depends, not only on the presence of these elements, but also on the similarity between the center and the location where adoption is to take place. It requires the capabilities of the Center to totally "manage the process." Remove the center and its resources and the adoption process diminishes.

Experiences with educational innovation suggests that the "center-periphery" model in and of itself does not produce necessarily meaningful or lasting program or institutional change. In the Northeast, as a dissemination model, the PPS program appeared to have projected limitations since (a) there was considerable difference of opinion regarding the role/functions the new PPS specialist was to perform, (b) considerable differences existed among the several settings (Satellites), and (c) the Center had only a finite amount of resources projected for a finite period of time. In fact, the Center was a project, a "temporary system".

However, as a fiscal and administrative structure the model appeared to hold promise when compared with either individual projects or the Clustering arrangement. The processes of inter-institution negotiation and sub-contracting could permit more direct institution to institution exchange and communication. Thus the frequent isolation and powerlessness of a project could be neutralized. Successful project components could be readily incorporated into other parts of the primary institutions. By paralleling staff and program development, long range institutional development might be possible.

Project Strategy. In order to maximize the likelihood that programmatic goals might be reached and that the project would have a life beyond the federal dollar, several elements in the application of the program design were emphasized. These represented a major rationale for the Northeastern

Center-Satellite projects' strategy.

First, the control and design of the change was to be at the local level, the point of implementation. This argued for a substantial amount of resources being placed at the various project settings (Satellites). With all involved, universities, schools and community, energies could be directed toward the design and implementation of a new PPS specialist program and practice in the school that would meet local needs and was responsive to local desires.

Second, alternative role models for both training and delivery of service would be encouraged. The Center would not perscribe a specific training package or one model of performance for the specialist in the field. In all probability, some skills would be emphasized and others minimized in each setting. Ideally, across the six settings in the Northeast, all skills and approaches suggested in the OE program design and PPS worker role model would be modeled, tested and revised.

Third, mechanisms for frequent exposure of each setting's activities, progress, and problems would be provided for. These contacts would provide for a constant flow of information among the several settings. Mutual assistance, critique and exchange would energize the total project and serve to keep all elements moving toward programmatic goals.

Finally, in addition to staff development, specific program development of institutional support activities would be provided. Training programs are designed to provide changes in the practice of the personnel involved. Occasionally, these changes result in new procedures for the institution. Frequently, specific attempts to change procedures and policies are not attended to. Since these are different processes (social rathar than personal) management processes among the project settings would be designed to attend to these change goals.

In sum, the Northeastern Center-Satellite project sought to capitalize on the strengths of the "institute" model for staff development, while, at the same time, to develop supporting strategies for program or institutional change. The project also sought to avoid the inherent limitations of the "center-periphery" model. The project sought to develop a structure that would support local innovation and change efforts that would, hopefully, have a life beyond that of the project itself. Since both staff development and program development were seen as critical elements in the accomplishment of the strategy, resources and process targeted at both were developed and sustained. Finally, within the contractual constraints between the several agencies involved, each element was free to develop its own response to over-all program goals.

A "Net" Management Model. The management scheme envisioned for the Center-Satellite project can be described as approaching "net" or "node" model. The six project settings each serve as a node, a complex of institutions each with a specific educational personnel training project. Each has its own project goals and objectives, a design and strategy for attaining these ends, and resources, both from over-all project grant and from local sources. Within the over-all program design (OE's goal's), each project component within the Northeastern project is responding to local needs, priorities and strategies.

To strengthen and support these local efforts, a series of interconnections between and among the constituent parts has been established and supported. These consist of a series of exchanges, visitations, consultations, and workshops--both formal and informal--and provide a communication network for staff and program development. Each component should be the recipient of ideas, inputs and assistance from the other parts of the system. Similarly, each component would be the contributor of ideas, inputs and assistance to the other parts of the project. Ideas and strategies are generated from components who are each facing similar problems and challenges.

To manage these processes, the Center provides a co-ordinator for each Satellite project and resources for mutually designed activities. The Satellite director and co-ordinator are free to design and conduct inter-component activities which would both enhance the development of the sponsoring project and be of assistance and relevance to the balance of the project's constituencies.

This approach seeks to develop and sustain a structure and process so that any part of the system can influence any other part--all are connected.

Parallel activities designed to develop the people in the system (staff development and the system's operations (program development) are present and reciprocal.

During the first year of the project three meetings were held to begin to support the individual projects. Jointly designed between the Center an host Satellites (Boston, Pittsburgh, and D.C.), these meetings served to acquaint each other with initial project goals and strategies. During the fall of the second year the directors decided each to host a workshop during the year to share both problems and successes, and also to receive specific help on a problem their project was currently facing.

IV. The Activities

During the spring of 1973, the Northeastern PPS Center-Satellite project implemented several of the staff and program development strategies outlined above. A series of workshops and conferences designed both to disseminate critical issues in the total Center-Satellite program design and to provide for mutual staff and program development throughout the project net were conducted. Six activities were held, one at each project setting. Each component was able to send a number of participants to each activity. With the six activities in a four month period, it was possible to include a variety of personnel from each part of the project in at least one activity.

Each project component selected the topic and designed the workshop or meeting held at their site. The Center, through the Satellite co-ordinator, provided the fiscal resources and any needed administrative assistance. The Satellite co-ordinator was available to provide additional programmatic or support assistance as requested. As the following materials clearly demonstrate, this arrangement produced six mutually beneficial and profitable workshops. Both needs for assisting the host project and disseminating to the rest of the project new ideas and procedures were served. Furthermore, a process for self-renewal was established.

A report of each of the six workshops constitutes the following Chapters of this report. Each was written by the Satellite director who was responsible for the meeting. Where appropriate, it was co-authored by others significantly involved with the activity. Significant papers and/or reports presented at each session are included and so identified. Each author was asked to briefly describe the Satellite project and its issues as a prelude to the workshop report. Some stress staff development; others program development. Each was designed to help the Satellite project with an issue it was facing at that moment, as well as to disseminate significant aspects of the issue to the participants.

The first workshop was held in Buffalo on the topic, "Humanistic Education and Pupil Personnel Services--Building Team Skills". The report details both the structure and processes used in this experiential workshop. The materials used over the course of the three days are included and serve as a useful reference for PPS trainers and workers as they seek to develop communication and teaming in their local setting. Some of these materials were developed for this meeting, while others were adopted from other sources.

The Boston workshop, "A New Look at Clinical Competencies," was designed to assist the Boston University, Counselor Education Department, as it considered the many issues in redesigning professional training around the competency notion. The workshop provided experiences with the application of the competency notion in clinical settings, as well as, with an interdisciplinary exploration of the nature of competency and its assessment. A videotape of the multidisciplinary panel discussion is available from the Boston project.

The relationships and skills that the PPS worker brings to the administrator, and conversely, what administration needs from the PPS worker was explored in the Brockport workshop, "Reinforcing Administrator Roles Through Counselor Education Skills." The workshop demonstrated several skills and techniques (supervision, peer-supervision) involving teams of PPS staff and administrators thought to be potentially useful and viable in the school setting. Allen Haas' keynote, "Guidance for the Seventies: A Human

Development Approach," provided an organizational context for the new PPS worker of the Center-Satellite program.

An intensive look at Canevin High School (PA) experiences as "The School as a Training Site," was the nature of the Duquesne-Carlow Satellite workshop held in Pittsburgh. The report, like the meeting itself, is an interesting commentary on the often discussed change strategy of "site concentration", since Canevin has been the focal point of both TTT and PPS site activities for the past four years.

The Garnet-Patterson (Washington, D.C.) PPS Satellite project is another example of a "site concentration" strategy. The Washington work conference on "University-School Relations--Implementing the Waddy Decree," was an opportunity for the participants, from both schools and universities to assist in the design of a strategy for the Garnet-Patterson faculty as they sought to deal with the implications of the court's ruling on educational programming for all children. It also brought the participants face to face with the notion of "mainstreaming" for handicapped children and its implications for the PPS role/functions. Excerpts of Judge Waddy's decree and D.C. School Board member, Father Raymond Kemp's presentation on the Implications of the Waddy Decree, are included.

The final session was held in Pittsburgh by the Center's project. "Multi-Cultural Communities and the Counselor" sought to focus on the necessity for the PPS worker to be responsive to the multi-dimensions of the community. it seeks to serve. This begins with the counselor as a person, pervades the training program, and is the cornerstone of professional practice. The keynote presentation of Dean James Kelly, Jr. of the University of Pittsburgh, School of Education, cogently and powerfully reviews the

"Multiculturalism and the Counselor". In addition, the panel's discussion of the issue, reports from work sessions, and descriptions from diverse sites clearly emphasize the strength of cultural pluralism and the many uniquenesses that each community brings to the PPS worker.

In sum then, these six activities have identified many of the critical issues facing PPS, its training and delivery of service. Since the process of self-renewal--for individuals and institution alike--is dynamic and on-going; these reports reflect, not the resolution of the issues, but rather recognition of their existence and a process for their understanding.

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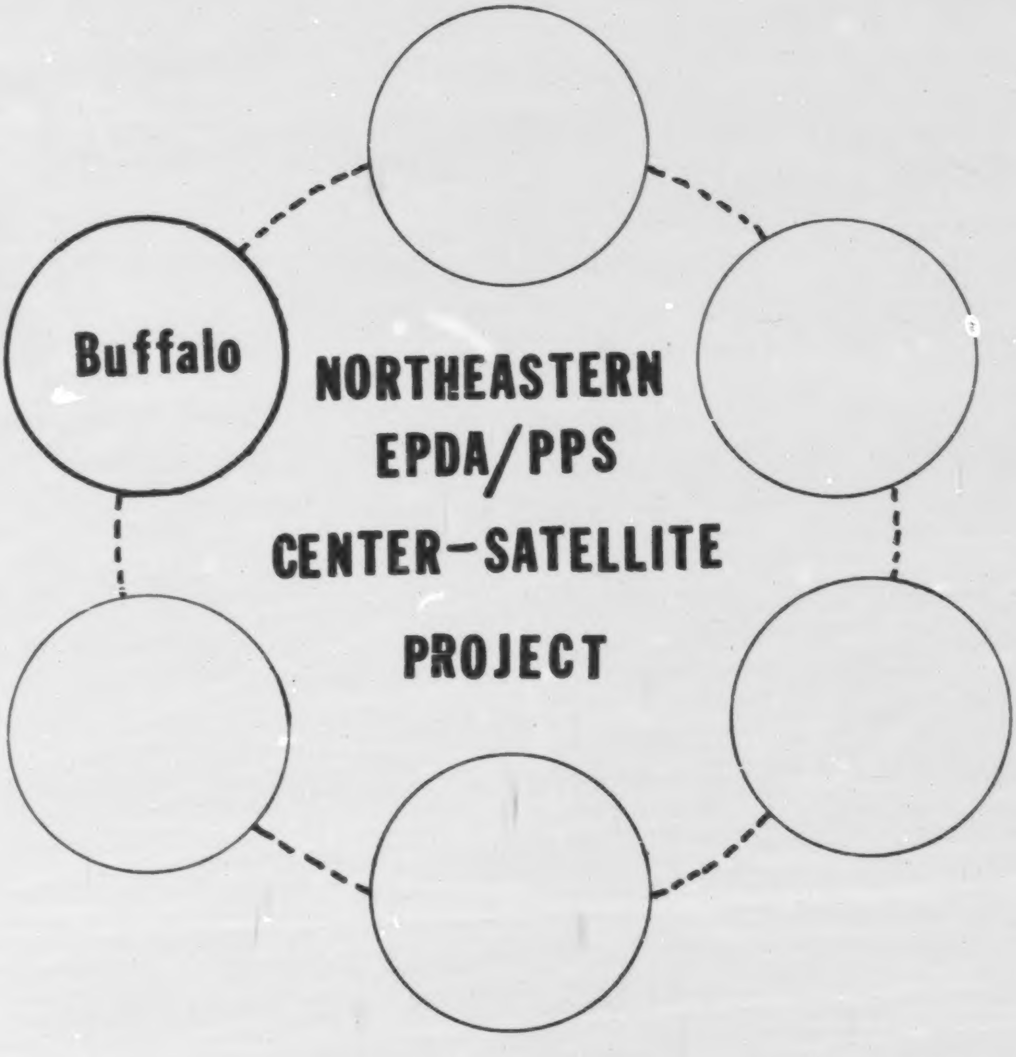
CHRONOLOGY OF SIX WORKSHOPS

April 6-8, 1973	"Humanistic Education and PPS-Building Team Skills"	Buffalo Satellite
May 2-4, 1973	"A New Look at Clinical Competencies"	Boston Satellite
May 17-19, 1973	"Reinforcing Administrator Roles Through Counselor Education Skills"	SUCNY-Brockport Satellite
May 23-24, 1973	"The School as a Training Site"	Duquesne-Carlow Satellite
June 6-8, 1973	"University-School Relations-Implementing the Waddy Decree"	Washington, DC Satellite
June 27-29, 1973	"The Multi-Cultural Community and the Counselor"	Pittsburgh Project

HUMANISTIC EDUCATION AND PPS-BUILDING TEAM SKILLS



NORTHEASTERN
EPDA/PPS
CENTER-SATELLITE
PROJECT

APRIL 6-8, 1973

HUMANISTIC EDUCATION AND PUPIL PERSONNEL SERVICES-- BUILDING TEAM SKILLS*

Doris D. Swanson

I. DESCRIPTION OF SATELLITE PROJECT

The Inner-City Counselor Training Project in Buffalo, New York, is designed to prepare inner-city Counselors who have demonstrated a high performance level as inner-city teachers. The Project is funded by the U. S. Office of Education under the Education Professions Development Act, Part D and is part of the Northeastern Region Center-Satellite complex. Duration of funding is for three years (1971-1974). A total of fifteen Counselors will be trained to work specifically in schools which basically serve minority students.

Three major factions comprise the operational constituency of the Project, i.e. Buffalo Board of Education (LEA), the State University of New York at Buffalo (IHE), and the inner-city community representatives. These three groups interview and select the interns for the program.

OBJECTIVES OF THE PROJECT

1. To prepare school counselors to work in inner-city schools.
2. To involve parents in defining goals of guidance and counseling programs which affect their children.
3. To provide an on-campus and in-school training program on a concurrent basis.
4. To promote understanding of the problems and the potential solutions which are facing school personnel in inner-city schools.
5. To identify potential counselors for inner-city schools.
    a. To improve their skills in counseling with students.
    b. To help the participating counselor become more responsive to the needs of the students.
6. To modify the existing counselor education programs at the University where appropriate.
    a. To help the trainees develop ways of identifying needs of students.
    b. To improve the trainees skills in meeting the needs of inner-city youth.

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*A Report of a Workshop sponsored by the Buffalo Satellite of the Northeastern EPDA/PPS Center-Satellite Project, April 6-8, 1973, Buffalo, New York.

   c. To help the trainees develop ways of identifying the needs of the community.
   d. To improve the trainee's skills in meeting the needs of the community.

7. To develop a counselor who will be a human relations specialist in PPS team-building.

A cooperative arrangement for staffing and training was established by the Buffalo Public Schools and the State University of New York at Buffalo staff. Evaluation of the program, primarily upon the training provided by the University, will be accomplished under the auspices of the University of Pittsburgh staff which has been designated by the U. S. Office of Education to oversee this Project.

II. OUTLINE OF WORKSHOP

A. Overview

Workshop Rationale

It was the purpose of this workshop to provide an environment that allowed participants with various backgrounds to interact on an experiential level. The workshop employed a variety of planned activities which aided the participants in dealing with the school, the educational system and the community, and also helped the individual meet his personal growth needs.

Our past experience has led us to believe that experiential learning is not only a more effective teacher but also allows the individual participant to generalize knowledge in a variety of environments. The fundamental purpose of the workshop was to develop and enhance purposeful team-building skills so that the participants could deal with change and make a meaningful impact upon the system in which they function.

Through a variety of activities the role of the pupil personnel specialist was examined in relation to the needs of students, community and school. The planned activities helped the participants clarify what the pupil-personnel specialist's role can be and how system change can be brought about to implement this role.

The workshop involved the participants in a series of value-clarification and decision making activities. The participants interacted to develop strategies which can bring about change to the pupil-personnel worker's role.

B. Group Leaders

Michael Berger, 101 Oakwood Rd., Amherst, N.Y. 14221
Group Leader Tel. # 633-6051

Humanistic Education Representative, Buffalo Board of Education, 1971-72.
3 weeks training program Humanistic Education Center, State University of New York at Albany.
Humanistic Education Weekend Workshop Facilitator, 1971-72.
Kenmore East High School (Faculty-Administration).
BOCES Sponsored Tri-County, Utica, New York.
BOCES, Buffalo, N.Y.
New York State Personnel & Guidance Association: 3 day workshop (Concord Hotel),1970.

Richard McGowan, 16 Crescent Avenue, Buffalo, N.Y. 14214
Administrative Assistant Tel. # 838-6248

Humanistic Education Representative, Buffalo Board of Education, 1972-73.
3 weeks training program State University of New York at Albany, N.Y.
Systems Approach Workshop, Buffalo Representative, Thornfield Conference Center, Syracuse, N.Y., 1971.
Consultant, Project Redesign, Buffalo Board of Education, 1972-73.
Attended LTI PPS Institute, Aspen, Colorado, Buffalo Representative, August, 1972.
Career Education Counselor, Buffalo Board of Education, 1972-73.

Michael Berger and Richard McGowan

World of Work Career Counselors - 3 years.
Career Education Project Counselors, 1972.
Developed and led WNY School Counselors Association Career Workshop, Rosary Hill College, October, 1972 (Buffalo).
Developed and led Team Approach Seminar for City of Buffalo PPS at Canisius College, March, 1972.
Developed and led Humanistic Education Weekend Workshop for PPS for Cities of Buffalo, Niagara Falls and Lackawanna at Chautauqua Institute, May, 1972.

Hensley Jemmott, 68 Richmond Avenue, Buffalo, N.Y.
Group Leader Tel. # 886-5892

Doctoral Candidate, SUNYAB, Department of Educational Administration.
Program Director, Build Academy.

Has led Black-White Dialogues for:
  Western N.Y. School Counselor Association
  Community Groups, counselors, faculty and
  students in Buffalo, N.Y. , 1969-1973
Conducted Minority Symposium, Western N.Y. School Counselors Association, 1973.
Training in Humanistic Education, New York University.

Edward Lazzaro, 342 Davidson Street, Buffalo, N.Y. 14215
Group Leader Tel. # 837-2902

Doctoral Candidate, SUNYAB, Counselor Education - present
School Counselor, Woodlawn Junior High School - present
Workshop in Humanistic Education, Auburn, N.Y. , 1970.
Group Leader, New York State Personnel & Guidance Association, 1970.
Convention in Humanistic Education, Lake Kiamosha, N.Y.
Black-White Dialogue Group Leader, Western New York Personnel & Guidance Association, 1972.
Ran workshop in Humanistic Education for Buffalo Schools Counselors, 1973.
Participant in workshop in Behavior Modification for Buffalo School Counselors, 1972.

Ms. Jean Saunders, Houghton College, Houghton, N.Y.
Group Leader Tel. # 716-567-8057

Instructor and Field Representative,
Achieving Greater Potential Speed Reading Program,
Chicago, Illinois.
Seminar Leader,
Achievement Motivation Program for Education,
Chicago, Illinois.
In-service Training Instructor,
Human Development Training Program,
Institute for Personal Effectiveness in Children,
San Diego, California.
Licensed Instructor,
Parent Effectiveness Training-Teacher Effectiveness Training,
Effectiveness Training Associates,
Los Angeles, California.

III. FORMAT AND ACTIVITIES*

A. Format

As stated in the initial program rationale, it was the purpose of this workshop to (1) provide an environment where participants of various backgrounds could interact on an experiential level,(2) by the use of planned activities aid the participants in dealing with both their particular school and educational system setting, and (3) to also help the individual to allow individuals to examine particular problems in dealing in group settings and develop skills to deal with these problems and to acquire certain techniques that they could use with groups as group leaders.

B. Activities

The participants were divided into two groups for the weekend and, although exposed to the same general areas of concern, the individual activities differed somewhat. The major areas dealt with were: Inter-personal Interaction "Tools" defined as Negotiation, Collaboration, Confrontation and Capitulation and the skillful use of tools by examination of communication, values and openness. The skillful use of tools was projected to include examination of productive decision making as a concluding activity for the workshop.

In particular, Group A was involved in the specific activities of the Name Game, Value Clarification (16 squares) Activity, the Square Puzzle Game, and the Disarmament Activity. Group B participated in the Name Game, value clarification activities including the Toymaker and Value Clarification (16 squares) and the Disarmament Activity.

See Attached Copies.

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* Unless acknowledged, the materials used were designed by and/or adopted by the author and consultants. All rights reserved by the author. (Ed.)

As the workshop began the participants were asked to state in written form why they were present and one problem or area of difficulty that they were aware of in dealing with groups. The participants were then exposed to the workshop philosophy that personnel learning is dependent upon commitment and the taking of responsibility.

The initial activity of the Name Game was used to "introduce" the participants, begin a process of individual investment into the group as a whole and practice listening as a part of communication.

Values were next examined by use of the "Toymaker" film and participants attempted to identify existing values in the film characters and relate them to real life and themselves—this generated a series of questions about the origin, quality, changeability and relation between behavior and values which were dealt with by the group.

The Value Clarification Activity (16 squares) also introduced the concept of values and the added concept of concensus as a group process. By forced choice the participants were required to rank order a number of statements in relation to their reaction to the statements. Then in small groups the participants were asked to attempt to reach concensus as to the ordering of the statements. Also examined was how this group decision was reached in terms of group dynamics and how concensus can be used to solve problems.

The Square Puzzle Game was used to introduce problem solving in a non-verbal situation. Helping others or the group rather than personal achievement was highlighted and how the lack of communication hindered the task.

The Disarmament Activity was used to highlight the use of power within and among groups and a re-evaluation of the skillful use of tools as a way of meeting needs.

Throughout the activities and in particular with the Rap Up the skillful use of the defined tools and the concepts of commitment-responsibility and learning were highlighted.

HUMANISTIC EDUCATION AND PUPIL PERSONNEL SERVICES

BUFFALO SATELLITE

APRIL 6-8,1973

Welcome to Buffalo, N. Y. and to the Lord Amherst Hotel. We hope you had an interesting trip and that you are ready for what we hope will be a rewarding weekend. As a means of getting us all on the same wave length, will you write on this sheet in 50 words or less what you expect to get out of this weekend, why you came (?) and mention one area of difficulty of which you are personally aware in dealing with people in groups.

Will you hand this in at the Orientation in Lower Dining Room at 5:00 p.m. today, Friday April 6, 1973

Name______________________(optional) Satellite___________

SCHEDULE

FRIDAY, APRIL 6

5:00 - 6:00 P.M.	Orientation	(Lower Dining Room)
6:00 - 8:00 P.M.	Dinner	(Lower Dining Room)
8:00 - 10:15 P.M.	Get Acquainted Activities	(Small Groups)

SATURDAY, APRIL 7

8:00 - 9:00 A.M.	Breakfast	(Main Dining Room)
9:00 - 12:00 Noon	Value Clarification	(Small Groups)
12:00 - 1:30 P.M.	Lunch	(Main Dining Room)
1:30 - 5:30 P.M.	Development of Productive Decision-Making Tools	(Small Groups)
6:00 - 7:30 P.M.	Dinner	(Main Dining Room)
8:00 - 10:00 P.M.	Value Clarification	(Small Groups)
10:00 P.M. -	Social Hour	

SUNDAY, APRIL 8

8:00 - 9:00 A.M.	Breakfast	(Main Dining Room)
9:00 - 11:30 A.M.	Large Group Wrap-Up Summary Analysis of Dynamics Involved	(Lower Dining Area)
12:00 - 1:00 P.M.	Lunch	

STEPS IN DECISION-MAKING

Effective decision-making by a group on the basis of consensus is both realistic and possible. But it is not easy. There are five basic steps which a group can take in arriving at a decision with some assurance that it represents the mind of the group as a whole and that it will be acted upon. It is well also to be aware of what may help a particular step, of what may block it, and of what may cause its omission.

1. Defining the Problem
   The process of defining the problem, sharpening the focus so that the issue is clear, internalizing its various implications, clarifying it and elaborating in it.
   omission: a standing committee that is reappointed year after year but that never reviews its purpose.
   blocks: the assumption that the problem is clear; over-abstraction of the problem; the assumption that the problem is relevant.
   helps: a problem census; small groups; general discussion.

2. Suggesting Alternative Solutions
   The process of getting ideas on the various alternative solutions to the problem from all members.
   omission: a chairman who limits a group to working on the implications of a solution he has already decided upon.
   blocks: lack of data, lack of experience; group size; member threat; over-formality; inadequate maintenance functions; polarizing on a particular solution.
   helps: brainstorming, additional data; subgroup work; a climatoof freedom; periods of silence.

3. Testing the Alternatives
   The process of examining the alternatives in the light of all available data, previous experience, possible consequences, relevance to the problem, and members' attitudes.
   omission: the prestige or influence of the chairman or of some other member which prevents the group from putting his alternative under real scrutiny.
   blocks: inadequate testing; lack of clarity regarding the problem; premature voting; no testing for consensus; identification of ideas with persons.
   helps: expression of feelings by all members; maintenance of an agenda for future reference; summarizing of discussion; testing for consensus.

4. Planning for Action
   The process of making detailed plans for carrying out the decision by examining the implications of the choice and testing the relevance of proposed action. It should be noted that the planning step sometimes results in re-thinking the decision and returning to one or another prior step in the decision-making process.

omission: failure to assign responsibility for implementation of the decision once it has been made.
blocks: failure to reach consensus; failure to explore adequately the implications of proposed action; assignment of total responsibility for implementation to one person.
helps: feedback; observer reports; evaluation; post meeting reaction reports; review of data; a climate of freedom.

CONDITIONS RELEVANT TO GROUP DECISION-MAKING

There are many instances where, due to the pressure of time, the type of decision, or the area of responsibility, an individual and not a group may most appropriately make a decision. There are however, certain conditions that make decision-making by a group the most appropriate means of solving a particular problem:

- when various points of view and opinions are needed.
- when the group is directly affected by the decision.
- when the group must carry out the decision.
- when the group has learned to work effectively together.
- when the leadership functions are shared.
- when decision-making procedures appropriate to the problem are used.

CATEGORIES OF DECISIONS

In moving toward its goal and in solving its problems, a group makes countless decisions, usually in a variety of ways.

1. Plops
   A decision suggested by an individual to which there is no response. Plopping often occurs in a new group confronted by a complexity of problems; in a group where a number of the members have fairly equal status; when a member is overly aggressive; when a member has difficulty in articulating his suggestion.

2. Self-authorized Decision
   A decision made by an individual who assumes authority to do so. When such a decision is proposed, the group as a whole often finds it easier to accept than reject, even though some individuals may not be in agreement. The decision is thus by default.

3. Hand-clasping
   A decision made by two members of the group joining forces. Such a decision emerges so suddenly that it catches the other members of the group off guard and at the same time presents them with another problem. (how to deal with the two people at the same time).

4. Topic-jumping
A decision cut short by the inappropriate intrusion of another topic. Topic jumping confuses the issue confronting the group and thus changes the nature of the decision.

5. The Clique
A decision agreed upon in advance by several members of the group. Cliques are present in almost every group and their pre-arranged decision may be very good. But the effect of collusion is to destroy group cohesiveness and a sense of trust among group members.

6. Majority Rule
A decision made by some form of voting. The traditional procedure of taking a vote often seems to be the only way in which to reach a decision under the given circumstances. Nonetheless the minority may remain against the decision despite the vote and therefore not likely to act on it.

7. Does Anyone Disagree?
A decision made by pressure not to disagree. When confronted by such a question, several persons who really disagree strongly or who have not had opportunity to express their opinion on the issue, may show real reluctance to voice opposition with no apparent support.

8. We All Agree, Don't We?
A decision made by pressure to agree. Again, as when under pressure not to disagree, persons who really disagree or who have not had opportunity to express their opinion would probably be reluctant to voice opposition alone.

9. Unanimity
A decision made by an overt and unanimous concept. The pressure to conform may be strong enough to win apparent 100% agreement. But even a majority of the members may inwardly disagree and may consequently fail to act in support of the decision.

10. Consensus
A decision made after allowing all aspects of the issue, both positive and negative, to be put forth to the degree that everyone openly agrees it is probably the best decision. Dissenters, once they have been clearly heard, will usually go along with a decision and act upon it with commitment, at least to the point of provision for later assessment.

PLANNING FOR GROUP DECISION-MAKING

Given the basic understanding of those factors which facilitate effective decision-making described above, there are certain steps which can be taken to maximize the likelihood that the total meeting in which decision-making is to occur will be productive.

Building the Agenda

Much confusion arises over why and how items appear on the agenda. In order to reduce this confusion some groups have adopted the following conventions for agenda building.

First, each participant is given a form upon which he transmits information to the Chairman regarding an item he wishes considered at the next meeting.

Usually a cut off date is set for getting agenda items to the Chairman. At the cut off time the Chairman and/or the steering committee arrange and schedule the items (see Agenda Format, Figure 2 below), leaving time for emergency items. The agenda items are presented in Figure J.

With this kind of format the Chairman and the steering committee have many options for ordering the agenda. For instance they may want to put all the information reporting and status reporting items at the beginning or end or disperse them among decision items. They can allocate fairly tight time lines for reporting and discussion items. Also, they may need to contact the initiator for further information or they may recommend that the item proposed needs further work at a sub-committee level before it is presented to the total group.

INTERPERSONAL INTERACTION TOOLS TO DEVELOP FACILITATIVE TEAM BUILDING

I COMMITTMENT

II RESPONSIBILITY

III TOOLS

1. NEGOTIATION
2. COLLABORATION
3. CONFRONTATION
4. CAPITULATION

IV SKILLS EMPLOYED IN USE OF TOOLS

1. COMMUNICATION
2. VALUE CLARIFICATION
3. OPENNESS

V PRODUCTIVE DECISION MAKING

Carl Rogers....Ten Points on Human Learning *

1. Human beings have natural potentiality for learning. They are curious about their world, until and unless this curiosity is blunted by their experience in our educational system.

2. Significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes.

3. Learning which involves a change of self organization --in the perception of oneself-is threatening and tends to be resented.

4. Those learnings which are threatening to the self are more easily perceived and assimilated when external threats are at a minimum.

5. When threat to the self is low, experience can be perceived in differentiated fashion and learning can proceed.

6. Much significant learning is acquired through doing.

7. Learning is facilitated when the student participates responsibly in the learning process.

8. Self-initiated learning which involves the whole person of the learner--feelings as well as intellect--is the most lasting and pervasive.

9. Independance, creativity, and self--reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance.

10. The most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experience and incorporation into oneself of the process of change.

* Lyon, Harold C. Jr. Learning to Feel - Feeling to Learn
85 - 87 Merrill 1971

"THE NAME GAME"

1. The "Name Game" is a technique that provides a good starting point for discussing achievement motivation while creating an atmosphere of familiarity and relaxation among the participatnts. It is an excellent "ice breaker" for groups up to 25 in number. With larger groups, increased pressure tends to diminish the many positive results gained from the game. Variations ie. breaking into smaller groups can be implemented with relative ease. In using this game it is of the utmost importance that all individuals participate. The game is played in total before group discussions.

2. Participants sit in a circular arrangement so that they can easily see every member of the group.

3. Instructions: PART I

   (a) Each participant will introduce himself and state two goals he plans to achieve.

   (b) The game will start at an arbitrary point and move to the right.

   (c) The first player will introduce himself and state his goals.

   (d) The second player will repeat what the 1st player said, and then introduce himself and state his goals.

   (e) The game continues in this manner with each participant repeating the names and goals of each previous player before introducing himself and stating his goals: i.e. 10th player must repeat what first nine players said and then introduce himself.

Before beginning this part of the game, it is interesting to ask the question, "How many think you can remember everybodies names and goals?" This provides a spring board into discussion following the game.

Instructions for PART II

1. After everyone in the group has participated in part I, break into smaller groups. (Approximately six in each small group). Space allotment should be such that each small group will be separated from the others. (4 rooms are desirable but not essential).

2. Task — each group will come up with 5 significant comments or observations about the game. They will have about 20 minutes to meet in discussion to determine these five points.

3. Each group will select a spokesman to present its five points to the total group.

4. Small groups meet.

PART III

1. Large group reconvenes.

2. Spokesman make presentations to total group.

3. Total group should be encouraged to ask questions if clarity is needed.

Discussion:

Possible topics:
1. Sensitivity aspect (help-communication, etc.)
2. Forced learning situation
3. Imposed goal setting (trainer imposed)
4. Small & large group interaction
5. Individual evaluation of his own expectations of success in game.

The game moves in focus from individual to small group to large group. Generally, observation of this movement is noted by one or more of the smaller discussion groups. Interaction as well as learning is forced and participants are mutually experiencing pressure.

In the approximately one and a half hours it takes to complete the game, several things can happen:

(1) Awareness of all participants
(2) Beginning of coalesced large & small groups
(3) Recognition of help relationship
(4) Recognition of communication

These four points in particular provide a good basis for later group work. The experience is inclined to be positive and is often reflected as such by the participants comments. The structure of the game can be referred to later in ght program in terms of goal-setting, success feelings, individual commitment to memorize, etc. all affiliated with achievement motivation.

Because of the nature of the game, group discussion can go in several directions. If the trainers float around the small group discussions, they can pick up the thinking direction of the group and be prepared for the total group discussion. The game can always be referred to in later discussions so it is unessential & unwise to discuss all of its aspects at one time.

STUDENT GUIDELINE SHEET

VALUE CLARIFICATION AND GROUP CONSENSUS ACTIVITIES

Value Criteria

1. Must be something you prize and cherish.
2. You must publicly affirm it.
3. It must follow a repeated pattern in life.
4. You must be willing to act on it.
5. It must be chosen from among alternatives.
6. It must be chosen freely.
7. It must come about after due thought.

- -

Consensus:

1. Avoid arguing for your own individual judgements. Use logic in approaching the task. Take a stand. Pull information from others.
2. Avoid changing your mind only to reach agreement and avoid conflict.
   Support only solutions with which you are able to agree somewhat at least.
3. Avoid conflict reducing techniques such as majority vote, averaging or trading in reaching decisions.
4. View differences of opinion as helpful rather than a hindrance in decision-making.

VALUE'S ACTIVITIES

VALUE CRITERIA

1 Must be something you prize and cherish
2 You must publicly affirm it
3 It must follow a repeated pattern
4 You must be willing to act on it
5 It must be chosen from among alternatives
6 It must be chosen freely
7 It must come about after due thought

HERE AND NOW WHEEL

Draw circle-Divide horizontally and vertically
Write in 4 feelings you are feeling now
Write two sentences about the most predominate feeling

10 THINGS

Make a list of the 10 things you most like to do
When did you last do each one?

BOSS

What particular incident, activity, happening, for you in the last seven days stands out in your mind
Does it relate to job, home, school, friends, etc.
Is it repetive, positive, negative, self destructive
What's going on in your life if you can't think of anything?

5 WORDS

Write down five words ending in "ing" which describes you
Have someone else make a list for you-compare

CLOTHING

Analyze a person by examining each article of their clothing

PROUD WHIP

Each person around a circle respond with something they are doing about a particular concern (i.e. ecology)
Can pass-can go around 1-2 or more times

5 VALUES

Write down five values you have
Check against Simon's list

Take a sheet of paper - draw verticle and horizontal lines to divide into sixteen boxes - 4 vertical columns of 4 boxes each - they should be big enough to write several words in each.

Label the first column (on the left) Very Strong - the next column- Strong -the next - Mild - and the last - I could care less.

Statements:

1. The lady who gives out apples to Halloween trick or treaters with razor blades imbedded in them.
2. The Halloween pranksters who prop a bottle of dog urine against your door and ring the bell-so that when you open the door it spills all over your new rug.
3. The male college freshmen English teacher who thinks that the freshmen girls should be introduced to sex and has made it his mission to seduce as many of them as possible.
4. The girls' college physical education teacher who is concerned about the students getting pregnant and therefore gives out birth control pills.
5. The Viet Nam pilot who drops napalm bombs.
6. The factory worker who makes the napalm bombs
7. The mayor who talks integration in his speeches but belongs to a segregated club.
8. The president of an industry who makes sure that during the day his furnaces are carefully regulated so that very little visable polution shows from his smoke stacks, but during the evening when it won't show, he has his furnaces run full blast.
9. The two 19 year old boys whose idea of fun on a Saturday night is to go down town and find a queer and punch him up.
10. The teenagers who at 3:00 a.m. have a drag race with the squealing of tires from in front of your house. Then they come back around the block and repeat the procedure.
11. The high school student who is a "pot missonary". He tries to convince others to use pot because he sincerely thinks that its the way to go. He is not interested in making money, in fact in many cases gives it away, because he thinks its really good for people.
12. The first grade teacher who has a youngster who appears in classfor the third time without his homework done-she is so perturbed that she smacks him across the face.
13. The father who walks into his teenage son's room and catches him masturbating. He becomes very angry and really chews out the sun-takes away the use of the car, etc.
14. The boy who burns his draft card.
15. The doctor who makes $120,000 per year and declares $60,000 on his income tax.
16. The neighbor who reports the doctor to the IRS

There is no definite order in which these should be read, possibly a different order would be better. Indicate four columns by placing four signs on the wall. As each statement is read-ask each person to align himself in that column.

After all have finished (they must have one and only one in each box) ask them to join up in triads and come to an agreement on the four in the "very strong" column and the four in the "I could care less" column.

42

1				
2				
3				
4				

Square Puzzle Game

Purpose - Improve individual awareness in the way his behavior contributes to or hinders team activities such as problem solving.

Usage - Upper elementary grades and above.

Time - Approximately 45 minutes.

Game Procedure:

1. Prepare set of squares and instruction sheet for each group of five students. (see attached sheet for instructions)

2. Break up class into groups of five. Each group receives a set of envelopes and an instruction sheet. Make provisions for group setting arrangements, tables, desk clusters, etc.

3. Announce envelopes to be opened only upon your signal.

4. Involve total group in discussion regarding meaning of cooperation or team efforts. List on board requirements for cooperation such as:

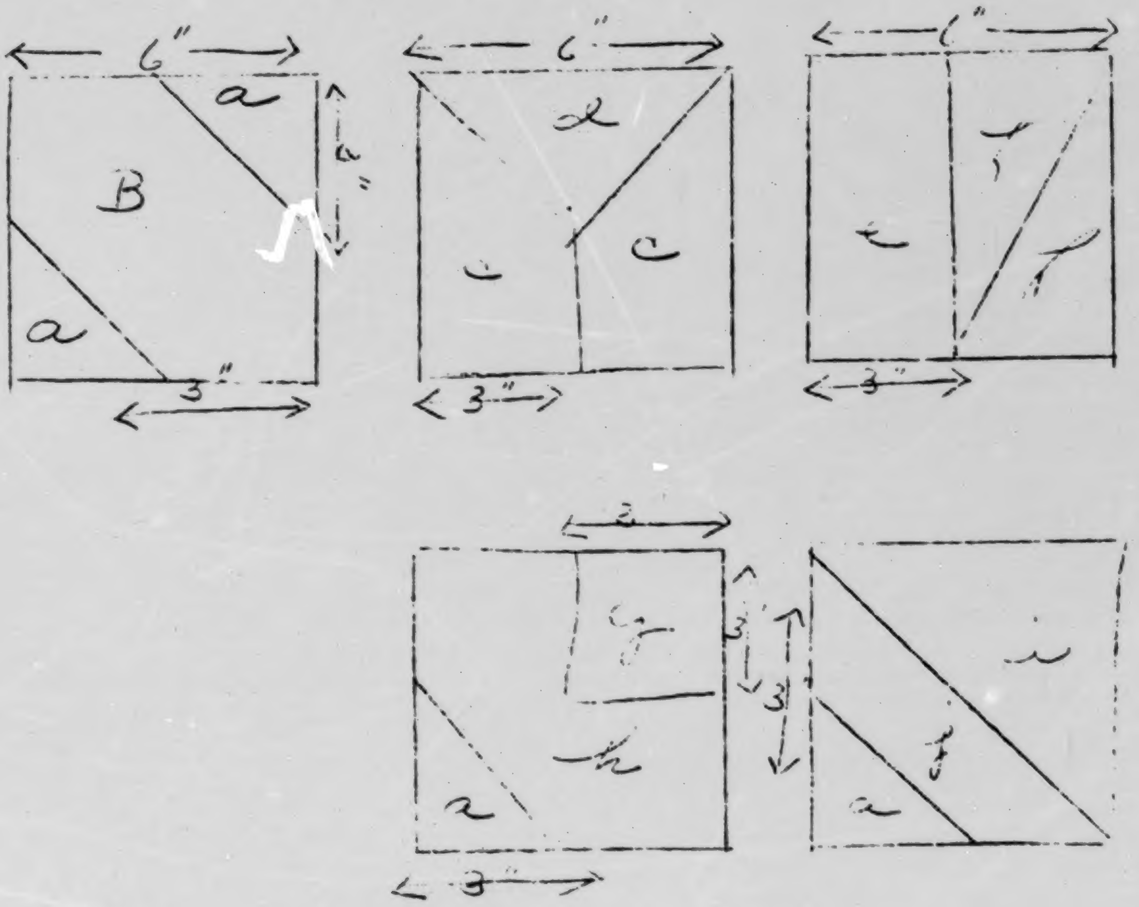
   a. Everyone has to understand problem.
   b. Everyone needs to believe he can help.
   c. Instructions have to be clear to everyone.
   d. Everyone needs to think of other person as well as himself.

5. Describe the game as a puzzle that can only be solved through the cooperation of everyone in total group. Read the instruction sheet aloud and point out each group of five has a copy of these instructions. See items marked PG II and III. Give signal to groups to open their envelopes.

6. When all or most groups have finished call time and involve total group or class in a discussion of the experience. In processing with students try to get at how individuals felt when they started and how they feel in the "here and now."

Puzzle Preparation

A puzzle set consists of five envelopes containing pieces of stiff paper or thin cardboard cut into patterns that will form six 6 inch squares (see diagram below). Lightly pencil the letters A through J as shown below.



Then cut squares into parts.

Mark the five envelopes A thru E. The cut up pieces will be placed in the five envelopes as follows:

Envelope	Cut Pieces
A	i h e
B	a a a c
C	a j
D	d f
E	g b f e

Before placing cut pieces into envelopes erase the small letters and instead write the envelopes letters A-E on the pieces. This makes it easy to return the cut pieces to their proper envelopes for further game usage.

Note: Several combinations of the pieces will form one or more squares, however, only one combination of all pieces will form five separate squares as shown in the diagram

Rules:

1 No member may speak!

2 No member may signal in any way that he wants a cut piece

3 Members may give cards to others

4 Members in giving cards to others may, if they wish, place given card piece into place

Instructions to Participants:

Each group should have an envelope containing pieces for forming squares. At signal the task of the groups is to form five squares of equal size. The task is only complete when all five group has completed a perfect square and all squares are of equal size.

DISARMAMENT GAME

Instructions

The Disarmament Game is played between two teams. A "World Bank," which has funds, is also part of the game. Each team can win or lose money, and in this exercise your objective, as a team, is to win as much money as you can. Each team will consist of six to nine players. If there are uneven numbers of players, one person will assist the instructors who are referees, thus making equal the number of players on each team.

The Funds

Each player will furnish $2.00 to be allocated as follows:

1. $1.50 (of your $2.00) well be given to your team treasury, to be used in the exercise. You may need to contribute more money to the treasury depending on the performance of your team. At he end of the game the funds remaining in your team's treasury will be divided equally among members of the team.

2. $ .50 will be used to supplement the funds of the "World Bank," managed by the referees.

Example: Seven players on a side.
Allocation of funds
Team #1 - $10.50
Team #2 - $10.50
World Bank - $ 7.00

Special Jobs

You will have 15 minutes from the time the general instructions are completed until the First Set begins. During this time you may read and discuss the instructions and plan team strategy. You must select persons to fill the following jobs. No person may hold more than one job, at any one time. The jobs can be reassigned at any time by a majority vote of the team.

1. Two negotiators—functions stated below.
2. A group spokesman—to communicate group decisions to referees regarding initiation and acceptance of negotiations, moves, attacks, etc.
    a. You MUST elect a spokesman.
    b. Referees will listen only to the spokesman.
3. One recorder—to record moves of the team, (on the form provided) specifically (a) the action taken by the team in each move, and (b) weapon status at the end of each move. He should also record who initiates decisions and how the team arrives at decisions.

The Weapons

Each team will be given 20 cards or "weapons." Each card will be marked on one side with an "x" to designate an "armed" condition. The blank side of the card signifies that the "weapon" is "unarmed." To begin the game, each of the two teams will place all 20 of its "weapons" in an "armed" condition. During the course of the entire game, these "weapons" will remain in your possession and out of the sight of the other team.

The Procedure

1. The Set

   a. As many Sets as possible will be played in the allocated time of 1 1/2 hours (from the time the first set begins). Payments will be made after each set.

   b. Each Set consists of no more than 10 moves for each team. An attack following any move ends a Set. If there is no attack, the Set ends after the tenth move. Each team has two minutes to make a move. At the end of two minutes, you must have moved two, one, or none of the weapons from "armed" to "unarmed," or from "unarmed" to "armed" status. If you fail to move in the allotted time, the status quo counts as a move. In addition, you must decide whether or not to attack and whether or not you want to negotiate (see below). Your decision must be communicated to the referee within 15 seconds after the end of a move.

   c. Each team may announce an attack on the other team following any 2-minute move period, except the third, sixth, and ninth. You may not "attack" during negotiations.

2. The Negotiations

   a. Between the moves you will have the opportunity to communicate with the other team through negotiators.

   b. You may call for negotiations during the 15 seconds between move periods. The other team may accept or reject your request to negotiate. Negotiations can last no longer than two minutes.

   c. When the negotiators return to their teams, the next 2-minute move period will start.

   d. Negotiators may say whatever is necessary to most benefit their team.

e. The team is not necessarily bound by agreements made by their negotiators.

f. Your negotiators MUST meet with those of the other team after the THIRD, SIXTH, and NINTH moves.

The Payoff

1. If there is an "attack," the Set ends. The team with the greater number of "armed weapons" will win $ .05 (per member) for each "armed weapon" they have over and above the number of "armed weapons" of the other team. This is paid directly from the treasury of the losing team to the treasury of the winning team. The "World Bank" is not involved in the transaction when there is an attack.

2. If there is no "attack" the Set ends after 10 moves. If your team has more "disarmed weapons" than "armed weapons," it will be awarded $ .02 per excess "disarmed weapon," per member, by the "World Bank." If your team has less "disarmed weapons" than "armed weapons," it will pay $ .02 per excess "armed weapon," per member, to the "World Bank."

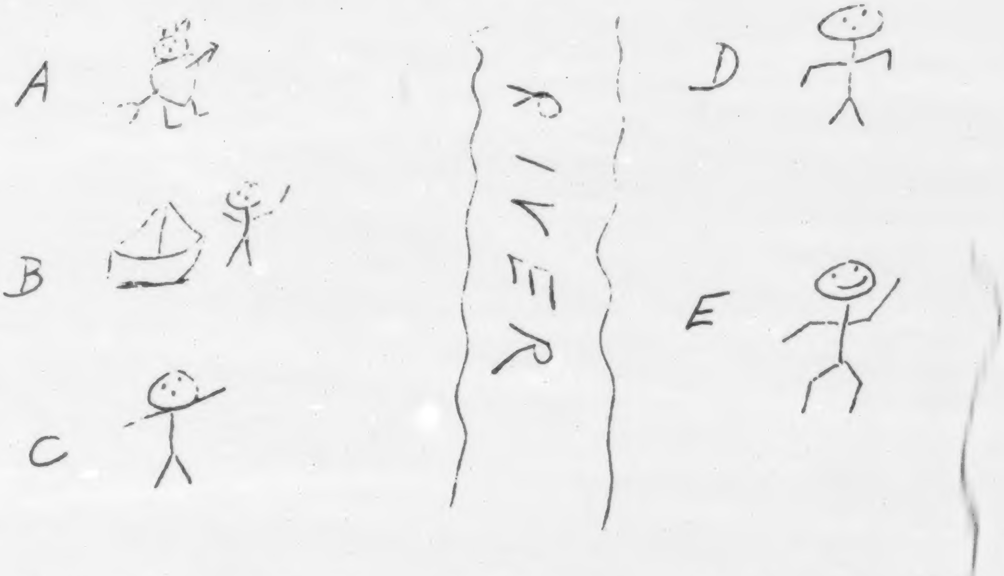
DISARMAMENT GAME RECORD FORM

Set Number________________(An attack by either team ends the Set)[50]

Move Number	Comments	Number of weapons armed at end of move	Nego-tiate	Attack Attacked
1				
2				
3			X	
4				
5				
6			X	
7				
8				
9			X	
10				

(End of Set)

ALLIGATOR RIVER STRATEGY



1. A loves D but has no way across the river to him

2. B has a boat and will take A to D if she will go to
bed with him first.

3. C is a passive bystander and cannot help her (A)

4. A finally gives in and after making love B takes
A in his boat to D

5. After D finds out he refuses to marry A

6. E then offersand marries A

How do you feel about each of the individuals in this situation? Explain. Rank them on the scale below.

Best Worst
1 2 3 4 5

THE STORY OF FIRE

Taken From

TALES OF THE DERVISHES
by
Idries Shah

Once upon atime a man was contemplating the ways in which Nature operates, and he discovered, because of his concentration and application, how fire could be made.

This man was called Nour. He decided to travel from one community to a other, showing people his discovery.

Nour passed the secret to many groups of people. Some took advantage of the knowledge. Others drove him away, thinking that he must be dangerous, before they had had time to understand how valuable this discovery could be to them. Finally, a tribe before which he demonstrated became so panic-stricken that they set about him and killed him, being convinced that he was a demon.

Centuries passed. The first tribe which had learned about fire reserved the secret for their priests, who remained in affluence and power while the people froze.

The second tribe forgot the art and worshipped instead the instruments. The third worshipped a likenessof Nour himself, because it was he who had taught them. The fourth retained the story of the making of fire in their legends; some believed them, some did not. The fifth community really did use fire, and this enabled them.to be warmed, to cook their food, and to manufacture all kinds of usefull articles.

Aftermany, many years, and wise man and a small band of his

through the lands of these tribes. The

procedures are in fact related to the making of fire, nothing else. We should reform those people!"

The teacher said: "Very well, then. We shall restart our journey. By the end of it, those who survive will know the real problems and how to approach them."

When they reached the first tribe, the band was hospitably received. The priests invited the travellers to attend their religious ceremony, the making of fire. When it was over, and the tribe was in a state of excitement at the event which they had witnessed, the master said: "Does anyone wish to speak?"

The first disciple said: "In the cause of Truth I feel myself constrained to say something to these people."

"If you will do so at your own risk, you may do so." said the master.

Now the disciple stepped forward in the presence of the tribal chief and his priests and said: "I can perform the miracle which you take to be a special manifestation of diety. If I do so, will you accept that you have been in error for so many years?"

But the priests cried: "Sieze him!" And the man was taken away, never to be seen again.

The travelers went to the next territory where the second tribe were worshipping the instruments of fire making. Again a disciple volunteered to try to bring reason to the community.

With the permission of the master, he said: "I beg permission to speak to you as reasonable people. You are worshipping the means whereby something may be done, not even the thing itself. Thus you are suspending the advent of its usefullness.

I know the reality that lies at the basis of this ceremony."

This tribe was composed of more reasonable people. But they said to the disciple: "You are welcome as a traveller and stranger in our midst. But, as a stranger, foreign to our history and customs, you cannot understand what we are doing. You make a mistake. Perhaps, even, you are trying to take away or to alter our religion. We therefore decline to listen to you."

The travellers moved on.

When they arrived in the land of the third tribe, they found before every dwelling an idol representing Nour, the original firemaker. The disciple addressed the chiefs of the tribe: "This idol represents a man, who represents a capacity, which can be used."

"This may be so," answered the Nour-worshippers, "but the penetration of the real secret is only for the few."

"It is only for the few who will understand, not for those who refuse to face certain facts," said the third disciple.

"This is rank heresay, and from a man who does not even speak our language correctly, and is not a priest ordained in our faith," muttered the priests. And he could make no headway.

The bank continued their journey, and arrived in the land of the fourth tribe. Now a fourth disciple stepped forward in the assembly of people.

"The story of making fire is true, and I know how it may be done," he said.

Confusion broke out within the tribe, which split into various factions. Some said: "This may be true, and if it is, we want to find out how to make fire." When those people were examined by the master and his followers, however, it was found that most of them were anxious to use firemaking for personal advantage, and did not realize that it was something for human progress. So deep had the distorted legends penetrated into the minds of most people that those who thought that they might in fact represent truth were often unbalanced ones, who could not have made fire even if they had been shown how.

There was another faction who said: "Of course the legends are not true. This man is just trying to fool us, to make a place for himself here."

And further factions said: "We prefer the legends as they are, for they are the very mortar of our cohesion. If we abandon them, and we find that this new interpretation is useless what will become of our community then?"

And there were other points of view as well.

So the party travelled on, until they reached the lands of the fifth community, where firemaking was a commonplace, and where other preoccupations faced them.

The master said this to his disciples: "You have to learn how to teach, for man does not want to be taught. First of all, you will have to teach people how to learn. And before that you have to teach them that there is still something to be learned. They imagine that they are ready to learn. But they want to learn what they imagine is to be learned, not what they have first to learn. When you have learned all this, then you can devise the way to teach. Knowledge without special capacity to teach is not the same as knowledge and capacity."

THE ANTS AND THE PEN

An ant one day strayed across a piece of paper and saw a pen writing in fine, black strokes. "How wonderful this is!" said the ant. "This remarkable thing, with a life of itsown, makes squiggles on this beautiful surface, to such an extent and with such energy that it is equal to the efforts of all the ants: not one, but millions, all run together."

He repeated his ideas to another ant, who was equally interested. He praised the powers of observation and reflection of the first ant.

But another ant said: "Profiting, it must be admitted, by your efforts, I have observed this strange object. But I have determined that it is not the master of this work. You failed to notice that this pen is attached to certain other objects, which surround it and drive it on its way. These should be considered as the moving factor." This ant realized that they comprised a hand, which he thoroughly explored, after the manner of ants, by scrambling all over it.

He returned to his fellows. "Ants!" he cried, "I have news of importance for you. Those smaller objects are a part of a larger one. It is this which gives motion to them."

But then it was discovered that the hand was attached to an arm, and the arm to a body, and that there were two hands, and that there were feet which did no writing.

The investigations continue. Of the mechanics of the writing, the ants have a fair idea. Of the meaning and intention of the writing, and how it is ultimately controlled, they will not find out by their customary method of investigation. Because they are 'literate'.

BACK TO FRONT

'Reasonable people always see things in the same way,' said the Khan of Samarkand to Masrudin one day.

'That is just the trouble with "reasonable" people' said Nasrudin; 'they include at least some people who always see only one thing out of a potential two possibilities.'

The Khan called the divines and the philosophers to explain but they thought Nasrudin was talking nonsense.

The next day Nasrudin rode through the town on a donkey in such a way that his face was towards its tail.

When he arrived at the palace where the Khan was sitting with his advisors, Masrudin said:
'Would your Highness please ask these people what they have just seen?'

When asked, they all said: 'A man riding back-to-front on a donkey.'

'That is exactly my point,' said Nasrudin. 'The trouble with them all is that they did not notice that perhaps it was me who was right and the donkey the wrong way around.'

SEEING DOUBLE

A father said to his double-seeing son:
'Son, you see two instead of one.'
'How can that be?' the boy replied. 'If I were, there would seem to be four moons up there in place of two.'

IV Reaction and Evaluation

A Reaction

The activities and learning were measured by the participants from their individual frames of reference. This was solicited in the form of a questionnaire administered on the last day.

B Evaluation

Rate the following categories on a scale of 1-9 with 1 indicating a low rating, 5 indicating average, and 9 indicating a high rating.

C Summary

The number in the box indicates the number of people who ranked in the category at that particular rating.

Workshop Evaluation

Name (optional)______________________.

Representing (circle one)

Pittsburgh Brockport Boston Washington Buffalo

Representing (circle one)

Intern University Community School System

Scale: 1 Lowest 5 Average 9 Highest

1. Name Game

	1	2	3	4	5	6	7	8	9
Understandable						3	1	5	9
Personally Meaningfull	1		1		3	4	3	4	3
Conceptually Sound					1	4	3	7	3

2. Value Clarification (16 squares)

	1	2	3	4	5	6	7	8	9
Understandable						1	4	7	6
Personally Meaningfull	1		1		2	2	1	7	5
Conceptually Sound					1	3	7	7	1

3 Toymaker (values)

	1	2	3	4	5	6	7	8	9
Understandable			1				3	2	5
Personally Meaningfull					1	3	5	1	1
Conceptually Sound						4	5	2	2

4. Square Puzzle Game

Understandable

1	2	3	4	5	6	7	8	9
		1			1	1		3

Personally Meaningfull

1	2	3	4	5	6	7	8	9
			1		2	1	1	1

Conceptually Sound

1	2	3	4	5	6	7	8	9
					1	3	1	

5. Disarmament Activity

Understandable

1	2	3	4	5	6	7	8	9
1	1	3		1	2	2	4	4

Personally Meaningfull

1	2	3	4	5	6	7	8	9
		2	1	1	2	2	4	6

Conceptually Sound

1	2	3	4	5	6	7	8	9
		1			2	6	5	3

Personal Commitment

1	2	3	4	5	6	7	8	9
					1	9	5	5

Personal Taking of Responsibility

1	2	3	4	5	6	7	8	9
				2	4	9	5	3

Personal Learning

1	2	3	4	5	6	7	8	9
				4	4	6	5	4

Workshop as a potential aid in solution of stated problem

1	2	3	4	5	6	7	8	9
1			1		2	5	5	5

D Comments

The following are verbatim comments made by participants on the questionnaire at the conclusion of the workshop.

No Comments - 9

Very good. An extended period (days) might be good for many of our students, staff, etc. We did indeed readh a number of high points which I feel had the kind of moment we wanted.

I'm glad I came because I made some good contacts with people in other part of the project. The exercises were interesting, but I am so drained from WORKING at this point that I can't really articulate what my learning has been. I feel that there are things from the weekend that will crystalize further for me in my work, BUT NOT THE DISARMAMENT GAME. Thanks for the weekend.

I thought the entire workshop was an enjoyable as well as learning experience. I had fun and while also learning a few things. I would like to attend more of these workshops.

I enjoyed myself.

I thought it to be a highlight of my entire life. I enjoyed everyone involved. I really know where to place my values more constructive than ever before. I would really like to be with this group again. Many thanks to Dr. Swanson and her staff. I greatly appreciated being invited.

I found the weekend most productive and enjoyable. It was well planned and run. People generally participated, experienced and grew.

I really had no idea of what I'd be experiencing but do feel that I've come away with a lot more than I came in with.

Besides my "stated problem", I found many things that happened paralleled what was happening in my own work situation, and helped clarify what we (myself and colleagues) were experiencing re: decision making and commitment.

I truly loved the disarmament game. Since this was my first experience in a group. I really felt it a tremendous personal learning experience.

Time too short. Needed more breathing time between sessions.

My problem - one of learning from group association and participation-greater empathy and understanding has been enhanced. I have found the wide range of experiences and backgrounds exhibited by the group to be thought provoking and stimulating. It also gave me opportunity for soul searching and self understanding.

I thought the name game was a good opener. It provided an association with new people in helping to knowthem and learn their names. The additional ingredient of who to include in the group made it doubly interesting. The disarmament game was effective in bringing everybody OUT. I think it came at a good time in the weekend. Even at an old age (mine) I did learn about people-vs. people in groups and myself-

The workshop was an overall good experience. The planning was sound and provided an opportunity for flexibility. The activities were good choices to develop the stated goals. The participants were involved and interacted with a great energy. Although at times they seem to be too nice and kind. The leadership should get a plus. They showed a willingness to follow as well as being directive. There seemed to be a real concern on their part to allow the participants to give as much as they receive. Personally the weekend allowed an opportunity to become more attune to dealing with my own sensitivities and that of others.

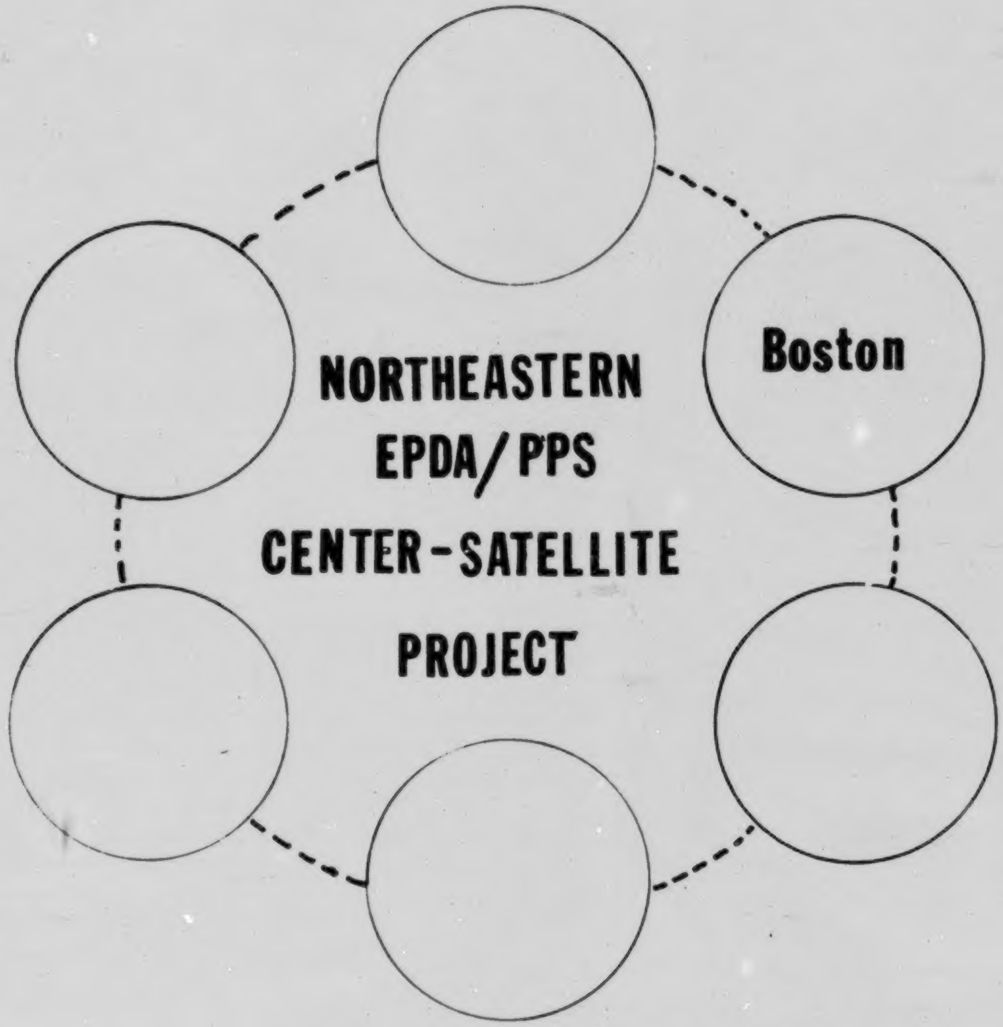
E Implications

It appeared from the reactions and comments that people do gain insight and understanding from sharing an involvement in activities that require group participation and communication. By engaging in task-oriented activities that utilized communication, value clarification, and openness, it seems evident that the participants examined their own behavior as a team member in the dynamics of negotiation, collaboration, confrontation, and capitulation.

One implication that could be drawn from the results of this workshop might be that for productive decision-making to take place one needs to become involved in experiences that demonstrate the facilitative dynamics of good decision-making. Another implication is that it is also a broadening experience to have people work together who have different orientations. The participants in the Buffalo Satellite Workshop represented community LEA, IHE and student interns. All were involved in Pupil Personnel Services-either in training (IHE), implementation (LEA), or receiving them (community)

A further implication for both satellite activity or general PPS training is that the PPS worker and members of the institutional setting in which he works and/or must relate to, must develop interpersonal interaction tools in order to deliver truly effective services to students. The age of technological growth presently seems to have leveled off. Attention must now be directed to human relations and communication. The positive results of this workshop imply that humanistic education may be one technique that can lead us in that direction.

A NEW LOOK AT CLINICAL COMPETENCIES



NORTHEASTERN EPDA/PPS CENTER-SATELLITE PROJECT

MAY 2-4, 1973

A NEW LOOK AT CLINICAL COMPETENCIES*

Jane O'Hern

The EPDA/PPS Boston University Satellite presented "A New Look at Clinical Competencies" on May 2,3,and 4, 1973. The program was divided into three main segments. For those interested, participants were invited to Academic Rounds sponsored by the Division of Psychiatry. Dr. Gerald Stechler, Chairman of the Department of Child Psychiatry, presented the topic, "Developing Comprehensive Children's Services: Clinical and Other Considerations", which seemed most appropriate for EPDA participants as the area served by the B.U.'s Division of Psychiatry consists of neighborhoods in Boston's South End, Back Bay, Roxbury and North Dorchester. This area ranks first in number of families with income under $3,000, first in the number of children in special education classes, first in social pathology (total number of arrests, commitments to Youth Service Board facilities, number of arrests for drunkeness, and narcotic offenses), and first in Welfare indices (aid to families with dependent children, general relief disability assistance, etc.)

Following Rounds, the workshop officially opened with dinner and a panel discussion entitled "Competency: Professional Perspectives". An artist, lawyer, teacher, and physician were each asked to share the methods he used in measuring competency in his own field. A team of reactors including an educator, medical sociologist and a community social worker responded in an exciting manner sharing views that were not always agreed upon. In that we expected (and received) responses ranging from "competency is relative"....

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*A Report of a Workshop sponsored by the Boston Satellite of the Northeastern EPDA/PPS Center-Satellite Project, May 2-4, 1973, Boston, Massachusetts.

"must be viewed from the eyes of the consumer".....to the absoluteness of "life and death". We video taped the panel for later digestion. This video tape is available to anyone who might find the perspective of these professionals helpful.

The following morning Dr. Carl Berekman from Duquesne University was to give a synopsis of the panel discussion followed by a counseling interview and evaluation of the interview. As in that all well made plans are made to change, our flexibility too was challenged. Dr. Berekman had many new and different ideas to share with the group. These supplemented the Wednesday evening panel but did not specifically bring those ideas back into focus. The interview became more of a share-in. The student recalled those positive and negative experiences he had in school--the ways in which teachers and counselors had both aided and blocked his personal and academic growth. In summary, it seems appropriate to state that while being a bright and very capable young man he had not been given the confidence to feel that future doors were open to him.

The afternoon session was primarily one for the sharing of ideas and brainstorming. The task given each group was to examine the issues, questions and operationalism of competency. For the purpose of exploration, competencies were divided into the following three areas:

Interpersonal competencies
Personal competencies
Technical competencies

There was a general consensus that it was impossible to operationally define competency, and therefore there was a sharing of thoughts and "hunches" about competency. It was,however, agreed upon that although there is a myth surrounding the concept of competency, that it does have its base in accountability.

Many questions were generated by the movement toward competnecy and field based programs. Boston proposes a program for implementation in 1973-74, while New York's counselor education programs must be competency based by 1975. To date it appears that the movement has been toward the identification of the incompetent. Many pertinent questions were raised concerning:

Who judged
What is judged
How do we judge; what criteria are used.

One of the main themes that seemed to be prevalent during the discussion was the lack of criteria for defining, never mind measuring, a good counselor. It appears that until there is agreement on the content and process areas that much of our energy will be wasted and in fact, the term competency might well become the greatest bit of jargon to hit the fields of education and counseling.

Evaluation

In retrospect it appears that while competency and field based education is of major concern to many of us, it was not as appropriate a subject for a Center-Satellite workshop as we had envisioned. Most of the participants are practitioners and therfore have both pragmatic and immediate needs pertaining to them and their clientele. I do however feel that the taped panel discussion could well be used by some of those, like us at Boston, who are moving toward a field and competency based program. Also, the ideas and thoughts generated by the participants were not only appreciated, but have become the basis for further discussion.

The following are attached:

1. Program
2. List of Participants
3. Group Breakdown
4. Synthesis of Group Explorations
5. Criteria for Evaluation of Clinical Interview
6. Workshop Evaluation Form

Program for Boston University Satellite Interdisciplinary Workshop on Clinical Competencies in Field-Based Education

May 2-3-4

WEDNESDAY, MAY 2

3:00 PM	Academic Rounds at Boston University Medical School Instructional Bldg., Room 110, 80 E. Concord St. Gerald Stechler, Ph.D. "Developing Comprehensive Children's Services: Clinical and Other Considerations" Those wishing to attend are asked to meet promptly at 2:30 PM in the lobby of the Commonwealth Fenway Motor Inn
6 - 7 PM	Happy Hour at the Pub (Cash Bar)
8:30 - 10:30 PM	Panel Discussion "Competency: Professional Perspectives" Boston University Law Auditorium (School of Law)

THURSDAY, MAY 3

9 - 10:15 AM	Ballroom, George Sherman Union Synopsis of Panel Discussion - Dr. Carl Berekman Assignment of Workshop Task Breakdown into groups - "What do you think competency is?"
10:15 - 11 AM	Counseling Interview
11 AM - Noon	Evaluation of Interview
Noon	Lunch (on your own)
1:30 - 4:30 PM	Individual Groups meet Identification and definition of competency in Assessment, Planning, Implementation, Evaluation

FRIDAY, MAY 4

9 - 10 AM	Videotape of counseling interview - Ballroom
10 AM	Evaluation of interview by means of new criteria developed Evaluation of old and new evaluation tool Evaluation of workshop

Panel

When: Wednesday Evening, 8:30 PM

Where: Law School Auditorium

Participants:
Artist (Musician) - Norman Dello Joio, Dean, SFAA
Lawyer - Stephen J. Trachtenberg, Dean of University
Teacher - Paul D. Warren, Assistant Dean, SED
Physician - Dr. Benjamin Kripke, B.U. Medical Center

Reactors:
Robert Dentler - Dean, SED
Sol Levine - University Professor, Department of Sociology and Medicine
Donald Taylor - Associate Director, Boston University, Commonwealth of Massachusetts Mental Health and Retardation Center

Moderator: William Malamud - Professor of Psychiatry, Boston University Medical School

May 3, 1973

GROUPS II-V

(Editorial note: For lack of a better method of bringing together all of our thoughts into some semblance of order and synthesis, these three areas of COMPETENCIES are proposed:)

1. Interpersonal Competencies
2. Personal Competencies
3. Technical Competencies

There was general consensus that it is impossible to define concretely exactly what competency is. Our discussion was a freeflowing of our thoughts and "hunches" about competency.

One member stated: There is an issue of Core regarding competency:

a)Quality of the ability to sustain an action with a person and/or alter the action as needed.
b)Personal integrity, a crucial core issue: being human.
c)Degrees don't make you competent; being human is more important.

1. Interpersonal Competencies
   a. A potent human being can facilitate change in another human being; potency goes beyond the givens, i.e. empathy, listening, etc.
   b. Separation of professional life and personal life. The difference is too great; we are trained this way.

2. Personal Competencies
   a. Potency of the self: being able to evaluate one's own self; being able to admit one's own limitations; being able to seek help when needed.
   b. Self-awareness; self-confidence; self-trust.
   c. Concept of rivalry: inherent in dictionary definition. Is the competition with others more relevant to competency than competition with oneself?
   d. Ethics and personal integrity: Does unethical=incompetent? What is done about unethical practices?
   e. Risk taking: there are varying degrees and ways that individuals deal with difficult issues. ("How much" to be a competent risk taker?
   f. An individual must be willing to do what needs to be done. (Adequacy versus proficiency?) Where does competency begin and at what point does one achieve higher levels of competency?
   g. Competency does involve skills, but also beyond that, the individual's integrity: skills versus behaviors.
   h. If one is competent, one is also vulnerable. Through self-evaluation, one is able to asses one's own assets and liabilities. We need to be gutsy to evaluate ourselves honestly. External evaluation is also essential... links in to vulnerability.

i. Conflict of values: ethical issues versus survival in the system. (latter seen as synonymous with professionalism.)
j. Resiliency: ability to hold up to and respond to others, even under pressure, adversities.

3. Technical Competencies

a. There is research evidence which indicates that competence is diminished by education. What are the implications here regarding training?
b. Ethics issues: Why are we not training professionals and why are there not professionals who are concerned about ethics?
c. Are skills the only criteria that determine competency? (How about personal relationships?)
d. Is "professionalism" the same as being competent?
e. Is being unprofessional the same as being unethical? We say "no." What about professional standards and ethical standards? They too are different. Standards become obsolete as the process continues, so need to be re-evaluated and modified frequently.
f. Institutional influences, i.e. universities train for "professionalism" and turn out "cold, objective, scientific, products." ex.: medical students, enthusiastic as freshmen, graduate as cold, objective, scientific doctors....are they competent?
g. Students knowingly make the choice to attend universities, and are trained to retreat rather than fight, etc.
h. Role modeling: Are the role models competent? Are they utilized in training? Is the one-to-one- the best way? How realistic is a one-to-one relationship?
i. In the beginning of training: one criteria of potentiality of competency is: "Would I want to work with this person for one year?
j. As a counselor, one must be competent in the ability to asses competence of the client.
k. Are training programs willing to accept people where they are and acknowledge existing competencies, and adjust training requirements accordingly?

WRAP - UP: Agreed that:

The term competence, is perhaps the greatest bit of jargon in the last ten years!!

There is a myth surrounding the concept of competency; it has its base in the concept of accountability, particularly within the educational domain these days. Where other innovations, such as affective education, have fallen into disfavor, we now have competency based education.

We can't define competency competently...but there does exist the problem of helping those who are competent, and to confront those who are not!

GROUPS I, III, IV

We began with the dilemna present in New York State: by 1975, counselor education programs must be "competency based." Though not under state pressure, Boston University's Department of Counselor Education also proposes a "competency-based, field-based" training program. The big question: "Is this possible?" generated scores of other questions, most of which remained unanswered or partially answered.

It was noted that the whole movement of competency seems to have been directed toward the "incompetent." Somehow, judgements are made about incompetency daily. They can be made and communicated on many levels, and problems seem to occur when these judgements must be communicated between levels.

The following outlines some of our thinking and questions around:
1. Who judges
2. What is judged
3. How do we judge; what criteria are used

1. WHO judges:
   a. The consumer.....Who is the consumer?.....a child?
      his parents?
      school personnel?
      The community?
      (What is "The community?")
   b. The State (certification, licensure)
   c. The University.......teachers
      supervisors
      peers
   d. The counselor himself
   e. "someone who is on the scene"

2. WHAT is judged:
   a. training
   b. what the counselor does(process, action)
   c. outcomes

   i) The above are quite distinct?
   ii) Competency cannot be wholly based on outcomes. Should our concern be first with the process of counseling?
   iii) Is process more ably evaluated than are outcomes?
   iv) The real issue is two people talking to each other: what is this?
   v) What is the task of the counselor? To change behavior? To change attitudes? To effect insight, awareness?
   vi) What is the counselor asked to do?
   vii) Are counselors fostering too much dependency? People can do things for themselves. The person is in control. Maybe counselors only assume they have control over attitudes, behavior.
   viii) If counselors are to encourage achievement of freedom in the client, training institutions need to put more emphasis on students, so trainees can be freed up

ix.) Is it the task of the counselor to help people get what they want?

x) Is it the responsibility of the counselor to bring the various members of the system together

3. HOW do we judge; what are the criteria

This of course depends again on who is judging, what is being judged. for example, a parent's criteria for a good counselor might be a)one who changes in kid what parents could not
b)one who gets the kid into college
Anything else......hands off.

Re: Training

It was noted that Law and Medicine seem to have a content that they want learned. Counseling Education does not. Does it need to identify a content and hold onto trainees until they know the content? Likewise, what experiences should trainees have, how should they be supervised?

If we want to measure, does that keep us in the abstract? Can objective measurement really be objective? Doesn't each consumer, each individual or group judging competency have it's own criteria?

Ideally, a training program can be the ends and means, if it can train people to judge their own competency. The trainee must then use this same skill to seek out a place that fits him/her.

Suggestions for training institutions:

1, Build in consumer approval.
2. Provide day to day feedback in training, in both course content and practice. Let trainees know what must yet be accomplished, what they lack as well as what they have gained.
3. Let trainees make mistakes. do their own seeking out.
4. Avoid setting time limits. Allow trainees to remain in program till a mutual decision is made that they are ready to leave. Trainees must know what they want.
5. Recognize the problems imposed by "standards."

We ended with the note that many counselors don't feel competent, don't have skill to evaluate. Yet, there is little agreement on what it is that makes a good counselor. What seems important, is that a trainee not leave training until he can feel confident in himself and be able to utilize the feedback he gets from all the "others" he encounters.

EVALUATION OF A CLINICAL INTERVIEW

Criteria for Counselor Evaluation:

1. Counselor's ability to respond to verbal and non-verbal statements and cues of the client.
2. Counselor's ability ot recognize and deal effectively with any cultural, social, educational, and spiritual differences which may exist between counselor and client.
3. Counselor's ability to relate comfortably and therapeutically in a clinical setting.
4. Ability to utilize appropriate principles, concepts, and skills in planning, implementing, and evaluating an interview.
5. Receptivity to comments and criticisms of supervisor.
6. Appropriateness of demeanor and appearance to the counseling profession.

EPDA CENTER SATELLITE: BOSTON UNIVERSITY
Boston, Massachusetts

May 2,3,4, 1973

WORKSHOP EVALUATION

The Workshop Committee would appreciate your comments on each of the following questions.

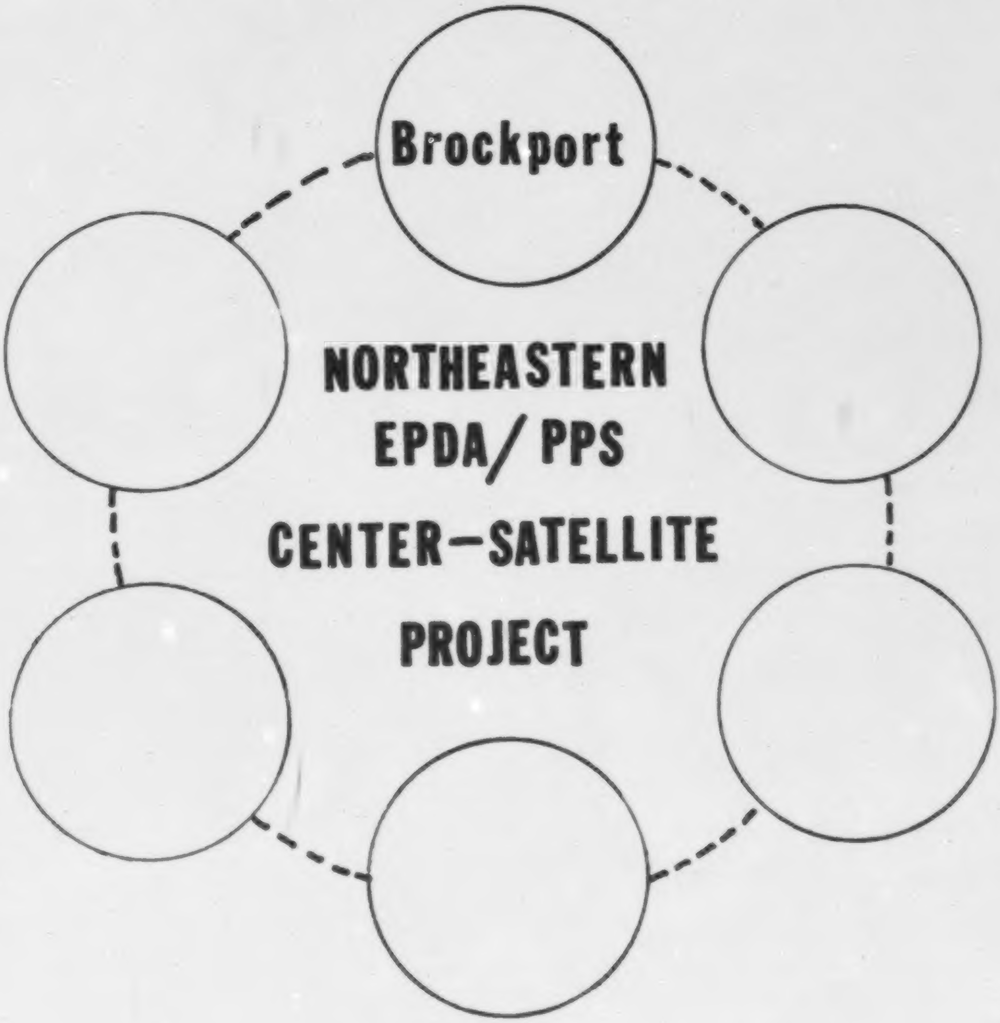
1. What was your general impression of the Workshop?

2. What did you gain from this Workshop?

3. How could the Workshop have been improved?

4. Other comments or suggestions?

REINFORCING ADMINISTRATOR ROLES THROUGH COUNSELOR EDUCATION



NORTHEASTERN EPDA/ PPS CENTER-SATELLITE PROJECT

MAY 17-19, 1973

REINFORCING ADMINISTRATOR ROLES THROUGH COUNSELOR EDUCATION SKILLS*

Jeremiah Donigian, Joseph R. Kandor, H. J. Vogan,
Samuel DeSisti, George Vito and Joseph FitzGibbons

Introduction:

The State University College of New York (SUCNY) at Brockport's pupil personnel services training program has as its primary purpose the preparation of pupil personnel workers, in this instance counselors, who are more versabile and able to perform services which go beyond the "traditional" one-to-one relationship with students toward a broader role as facilitators of the learning process as this may relate to the peculiar needs of students. It is also intended that such redefinition of role and function will require the development of an understanding on the part of practicing teachers, administrators and counselors of the utilitarian and other than ancialary role that pupil personnel workers can play as members of the educational team.

In order to bring about an awareness on the part of administrators of how the skills of counselors might be used, it was necessary to get a commitment to participate from the building heads of each site school in which the project was taking place. An outgrowth of their involvement was a recognition of the fact that many of the skills administrators must (could or should) use in dealing with parent groups, community groups, students, individual teacher conferences, leading teams and the like. Often administration preparation programs do not include such skill training. Also, experienced administrators are not themselves provided with programs to reinforce or upgrade these skills and techniques through in-service education programs. Consequently there evolved a recognition of the need for inclusion within the project exercises which would help administrators to develop skills in interpersonal relations. In order to maintain a semblence of reality, a triadic model was developed which would have one administrator offering feedback to one of his teachers whom he had observed. The session would be audio tape recorded. The tape would then be critiqued by a fellow peer under the supervision of a member of the counselor education staff. There would then be a feedback session between the two administrators. The process would be repeated with a reversal in roles, thus forming a peer supervision model. It was this model then, that was demonstrated at the workshop.

Program Overview:

The program was designed to take place over a two day period beginning with the Keynote Address by Dr. Allen Haas, Principal of New Caanan (Conn.) High School and closing with program summary and evaluation. The program's agenda follows. It is to be noted that each of the five teams of participatns had as its facilitators members of the Counselor Education Department and a member of the Greece Central School District's counseling staff and two of their building administrators. Dr. Haas' address was an article he had prepared for the September, 1973 issue of the American School Counselor. It was entitled, "Psychological Education--An Intriguing Beginning to the Matter of Survival". He also offered an overview of the guidance program in his district which he called "Guidance for the Seventies: A Human Development Approach". (Attached)

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*A Report of a Workshop sponsored by the Brockport Satellite of the Northeastern EPDA/PPS Center-Satellite Project, May 17-18, 1973 Brockport, New York.

At the workshop's conclusion the participants (non-satellite affiliated) were asked to respond to a nine item Likert type questionnaire. The instrument was used to assess the program's value. A copy of the reaction form follows. Of the thirty eligible respondents, twenty completed the form. The mean scores were tabulated for each item and are found in the right hand margin of the reaction form.

The results are rather self explanatory. In general, it may be said that the workshop achieved its intended objectives and proved to be of value to those who did respond to the questionnaire. Items 2 and 8 each did not achieve the same level (i.e. 4.00 or better) of response as the others. The only explanation that can be offered here it seems is that in both instances the post-mortem type discussion tended not to deal directly with concerns of the sessions which preceded them. In addition, on Thursday evening the session got off to a late start, and it was decided that rather than breaking off into teams the group would stay together. Those familiar with the effects of large groups on the dynamics of interaction, may realize the impact this may have had upon the session and its relevance to each individual member. Of particular note was the open ended tenth question. It drew a considerable amount of response. Most of the statements tended to support the workshop and indicated that there was insight gained regarding how counselors (PPS workers) might be used beyond the traditional ways to which they had been accustomed. They also expressed interest in using the model they had witnessed in their own schools; particularly as it relates to administrators working with each other in peer and teacher evaluation

Jeremiah Donigian	Associate Professor of Counselor Education and Director SUC Brockport EPDA/PPS Satellite Project
Joseph R. Kandor	Associate Professor of Counselor Education and SUC Brockport EPDA/PPS Satellite Project Coordinator
H. Jayne Vogan	Assistant Professor of Counselor Education and SUC Brockport EPDA/PPS Satellite Project Coordinator
Samuel DeSisti	Principal Hoover Drive Junior High School Greece Central School District
George Vito	Principal, Athena Junior High School Greece Central School District
Joseph FitzGibbons	Counselor, Hoover Drive Junior High School and Adjunct Professor of Counselor Education SUC Brockport

BROCKPORT - GREECE - ROCHESTER - SATELLITE

MAY - 17-18, 1973 WORKSHOP

Theme: Reinforcing Administrator Roles Through Counselor Education Skills

Thursday, May 17, 1973 Morning

9:30 - 10:30 A.M.
Keynote Address - Allen Hass
10:30 - 11:00
Coffee
11:00 - 12:00
Reaction Groups to Keynote Address
12:00 - 1:30
Lunch

Thursday, May 17, 1973 Afternoon

1:30 - 2:00 P.M.
Program Overview/Format
2:00 - 2:30
"Admistrator - Teacher" Conference Tape Review (visitors observe) (Teams of 5-6 for each conference tape to be reviewed)
2:30 - 3:00
Reactions by visitors and administrative teams to taped conference
3:0C -4:00
Admistrative Team?Teacher reaction (post mortem) to taped conference
(visitors observe)
4:00 -4:30
Reaction/Interaction - visitors with administration and teachers to the whole process
4:30 - 6:30
Dinner

Thursday, May 17, 1973 Evening

7:0C - 8:00 P.M.
Discussion Groups
Topic: Carry-over of model to other
Administrative Roles
OR
Topics suggested by
conference applicants
Process: Fishbowl (observers to include
Administrator and Counselor Educ. staff)

8:00 - 9:00
Observation Team gives feedback to
discussion group participants
Reaction

Friday, May 18, 1973 Morning

9:00 - 10:00
Discussion Groups
Topic: Carry-over of model to other
Administrative Roles
OR
Topics suggested by
conference applicants
Process: Fishbowl (observers to include
Administrator and Counselor Edu. staff)

8:00 - 9:00
Observation Team gives feedback to
discussion group participants.
Reaction

Friday, May 18, 1973 Morning

9:00 - 10:00
Discussion Groups
Topics: Pre-submitted by participants
Process: Visitors/Local Personnel Optional
as observers or participants
using observation instrument used
Thursday evening
10:00 - 10:30
Feedback - Reaction
10:30 - 11:00
Coffee
11:00 - 12:00
General Session
Program Evaluation - summary and
closing statements

GUIDANCE FOR THE SEVENTIES: A HUMAN DEVELOPMENT APPROACH

Allan Haas

[Dr. Allan Haas spoke from notes and responded to questions from the participants. The following prepared paper presents many of the issues and concepts he presented. (Ed.)]

"A noted scholar of science and education, Joseph Schwab, has perhaps pointed out the single greatest weakness in education today. He feels that the reform movement in curricular improvement was an outstanding success in overhauling spearate subject matter disciplines and the manner of presentation to students. However, what was ignored in this "renaissance" period was the impact of the total curricular program on the lives of young people.

"In theory, the creation of departments of guidance and counseling fixed responsibility for continuity in the individual growth and development of students. While not precluding similar efforts by teachers and administrators, the main purpose of guidance and counseling was the personal and social development of students. The recognition of this dimension of personal development as a process separate from the curricular aims was a major organizational breakthrough in past practices in education. Unfortunately, the objectives of these changes have yet to be realized.

"The personal development of students has neither been emphasized nor greatly facilitated by the creation of guidance departments. This is due in part to the almost impossible time demands of students on counselor and the large numbers of assigned students beyond the capabilities of any practitioner. However, the major reasons for the continued neglect of the personal development of students lie in the inadequate training, role definition, and lack of systematized program for counselors.

At New Canaan High School, as presently organized, we cannot provide adequate guidance services for the majority of our students. Most of our time and effort is devoted to a relatively small proportion of students who consume our attention--either through their desire to exploit the resources of the school fully or, conversely, to do just the opposite.

Silent Majority. There is a very large group, largely nameless and unknown, existing between the extremes in this spectrum--except as generally compliant or complacent students in the classroom. They do not seek us out, participate in school activities, or come to our attention in any distinctive way. Hundreds of them, many, perhaps most, will make it on their own, and pass through adolescence relatively painlessly.

Unfortunately, there are many who will not. Some seek out and receive help; from the home, or from school personnel, or from peers. Most, however, need the support, understanding and encouragement of adults who know and care for them, adults who will be available with time and compassion to recognize problems and have the capacity and training to deal with them.

Traditional Role. Such was the role envisioned for the guidance counselor. Unfortunately, these professionals have been burdened with too many counselees and too many administrative tasks. Even with significant administrative changes to lighten the load, (i.e. reduced schedule changes, and college visitors), it is still apparent that no one counselor can meet the increasing needs of all of our students for the time and attention of a caring adult.

The solution however is not to add six or twelve more guidance counselors. Beyond the problem of financial feasibility, it is not at all certain that more of the same is the solution that is needed for our problems.

New Resources. What is needed is a new approach and vastly increased resources, individuals at various levels of training and maturity. Fortunately, these resources exist within our own school community. These individuals frequently and informally meet many of the non-academic needs of our students.

They are our own teachers, our students and members of the greater community.

We must find a means of channeling the human resources within our community to better fulfill both student needs and the desires of many to help. The aim must be to provide a more personalized orientation and adjustment experience for each student entering the high school and a more effective organization for supporting the personal and social development of our students as they progress through their four years with us.

New Model. The guidance model proposed is a deliberate attempt to increase involvement and personal growth among teachers and students. Each group has long expressed a desire for time within the school day for closer and more intimate teacher-student relationships. As such, the structural and organizational elements in the model provide a framework for the recognition and implementation of this need. It is felt the desires of both students and faculty can be met and enhanced within the existing structure of the high school. What follows is not a radical departure in school structure and organization, buth rather a redefinition of educational purpose and intent.

Purpose. The purpose of this guidance model is an attempt to afford students an opportunity for greater personal development within the educational setting. In order to attain the end the curriculum of the school must be expanded to include sequencial educational experiences designed to achieve this purpose. In addition, the structure and organization of the school and the preparation of faculty must reflect these objectives.

Group Approach and Human Development. We must do more in groups together. We need to provide frequent opportunities for all our students to experience, identify, articulate and discuss their needs, problems, and feelings. This can be best accomplished in groups, which can provide a structured process in which people can interact, learn from each other, and develop or enhance their senseof self-esteem and acceptance of others.

To be fair and effective such an emphasis upon groups must be recognized as a very real reordering of our priorities--reflected in a rearrangement of the way in which we spend our limited amounts of time and energy, and in the training and continued support provided those entrusted with implementing such a program. Those who participate will not be asked to give more time for an additional task but rather will be given the opportunity and the specialized training necessary to spend an alloted portion of their presently scheduled time in a different way. Specialized training will be necessary for them to become adept at facilitating frank and constructive conversation in groups of students, and the best training available will be obtained. However, though our priorities are being recorded and scheduled time rearranged, it should be apparent that their role as teachers is not being redefined but rather will be more fully realized. Teachers wish to be more than mere knowledge transmitters; they wish to help the young. Students look for more than learning; they have an insatiable need to talk with the significant adults in their lives--especially teachers. The need, desire, and capacity for students and teachers to informally meet and make such a meeting significant for both is clearly present. What has been absent has been the time.

Reordering our priorities means providing not only the time but the training and structure necessary to accomplish the desire of both students and teachers to know each other better.

One concrete result of such a process would be that students will learn to express themselves more fluently in group situations--a skill so essential to their future effectiveness that it should be considered a major educational objective. Another possible result will be a change of atmosphere--perhaps the most crucial variable in the learning equation--from an educational institution to a learning community. Both can in turn influence the entire curriculum and make more frequent those too few moments when education actually is the rich experience both students and teachers look forward to and remember.

Structure. The proposed structure to serve as a catalyst in achieving the goals of the guidance model is the existing homeroom framework. The homeroom is viewed as a recognized and legitimate vehicle in most schools for information dispensing and administrative purposes. As such, it has a small portion of time during the school day. It is suggested that with an increased amount of time, teacher preparation and training, and new set of objectives, the homeroom period could be a stimulating and challenging experience for both student and teacher.

Structurally, the homeroom period can be utilized to provide security and continuity for students during their four years of high school. In addition, through planned learning experiences, students and teachers can spend time on issues and concerns not directly related to formal subject matter. In this manner faculty members and students can have a sanctioned opportunity to share thoughts and fellings concerning the school and their personal relationships with one another. Finally, the personal-social development of students can be realized through a four-year program dedicated to this end.

Under this proposal, the homeroom in effect moves from a temporary and purposeless class to a permanent and cohesive group of students and teachers. The homeroom gorup therefore becomes a very important aspect of the high school structure. In order for this to occur a number of organizational features must be modified.

A homeroom period will be built into each student's regular schedule and will be held one to five times weekly, as a full-length class. It is likely, to start with, that homeroom groups will meet daily and then taper off to roughtly two meetings per week. The remainder of the time will be available to see homeroom students individually or in small groups.

These homerooms will be staffed by teachers who will volunteer to take part in the plan proposed. It is, of course, understood that these teachers will have no other duties during the school day beyond their normal teaching schedule. It is likewise conceivable that such a plan as this may lead logically and eventually to positions of staff differentiation.

Each class will eventually be divided into two or three teams of 150-200 students each. The teams will contain a variety of human resources including a number of homeroom teachers, a few upperclassmen selected for their maturity and sensitivity, and several other adults from the community. The team will be headed by a leader whose title will be Human Development Counselor. His basic function will be to help train the resources and assist in launching and maintaining the homeroom groups. He will also provide the professional counseling to students on the team. The Human Development Counselor must be highly skilled in the theory and practice of group dynamics and should have had extensive experiences in both participation in and leadership of groups.

It is not the purpose of homeroom groups to function as "sensitivity groups" or aimless rap sessions. It is expected that the shape and direction of a curricular program, both forces aiming at psychological, moral and career education as a means to fuller human development.

Training. Training of all personnel involved will begin next summer and will continue on an in-service basis throughout the year. The training will consist of a basic foundation in the theory and practice of group dynamics, with emphasis upon the development of interpersonal skills and analysis of human interaction. The intent is to assist each participant to understand his own way of functioning in a group and develop competencies for dealing with the interpersonal situations that will arise naturally in homeroom groups. Each participant will therby enhance his knowledge about the nature of groups and the laws of their development and operation. For us all, it will be a process of re-education an an opportunity for continued personal growth and development. In fact, this may be the critical element in meaningful staff development over the long run.

Implementation. The proposed program would be implemented over a four year cycle to assure an orderly transition and provide for the necessary training and team development. Implementation of the model will begin in September, 1972 with the entering freshman class. They will be orgainzed in three teams of seven homerooms each. The team will be led by a Human Development Counselor, who will have seven homeroom teachers, approximately, six mature and sensitive upperclassmen and four other adults from the community to work with. These latter two categories will be available as facilitators in homeroom groups, to work with individual students, and to be available in places where the students are.

Each team might have its own "dialogue center" where team members can meet informally during times when homeroom groups and classes are not meeting.

During the summer of 1972, then, training for the first phase will begin. All staff, including the three Human Development Counselors, twenty-one homeroom teachers, eighteen upperclassmen and twelve other adults will be involved. It is also possible that personnel from other schools and agencies in the area will participate. The whole program is of course, a voluntary one, and only those interested in and committed to the model would be asked to join the project.

Basic Goal. What has been described thus far is the human development aspect of the proposed model. It is a fundamental new approach to education. It is not simply the "group guidance" of the days of yore. This model, though utilizing the same unit, deals with it in a far more sophisticated manner, employing the insights gained from group dynamics research. The aim is not limited to the presentation of materials, but conscious attempts to use our new knowledge of how people function in groups as a means for furthering and deepening the entire learning process.

The crucial elements are the right resources and the proper training. Given these things, the goal of making available to all students at New Canaan High School the quality and quantity of human resources to assist them in their personal and social development will be attainable.

This along with a rich and appropriate academic program is what education today and tomorrow is all about.

Community Liaison. There are several other individuals integral to the proposed model. A Community Resources Counselor will provide a vital link to the resources of the community. He or she will develop and maintain close liaison with all the various agencies and structures which touch kids' lives. The aim will be to provide data on the external factors which affect and determine the behavior of young people and also to locat appropriate referral sources for students unable to function within the school structure. He will, of course, play an important counseling role as well.

Career Development. In addition, there will be a Career Counseling Office, consisting of a director and an assistant. The funcitons of the Career Counseling Office will be career planning, testing and the implementation of a Career Development Program. This is an important new program which will begin in the freshman year and continue throughout the students' four years at the high school.

The aims of the career development program are to assist each student with his or her own long range vocational planning and provide opportunities for exploration, investigation and assessment. Ideally, this will prepare students to make better decisions about the next step after high school. Career planning is becoming increasingly important as young people begin to question assumptions and expectations concerning their futures that were heretofore automatic.

Summary. In sum, what are we doing? We are recognizing our responsibility for the full development of the child--the personal and social, as well as the intellectual and the physical. It has become abundantly clear that students can no longer function well intellectually and physically if their personal and social aspects are not healthy. It is essential that we acknowledge this.

By reordering our priorities and reallocating our resources, we intend to provide the time and training to address ourselves squarely to this issue. This will require a new perspective on schooling, a new approach to learning, and a new look at ourselves.

There is little doubt that we have the ingredients to begin. I feel confident that the staff of New Canaan High School is ready and willing. It requires the high level of humanity and professionalism with which our staff is so richly endowed. Let us get on with it.

January 23, 1972

This presentation has been prepared with the use of a consultant's report entitled: New Directions: A Proposed Model for Guidance and Counseling Services, by Marguerite Carroll, Franklyn Graff, Roger Aubrey and Frank Morin. Copies of this report are available in the Principal's Office.

ORGANIZATION:

Coordinator of
Human Resources Development

Career Counseling Office

(Director, Asst.)

1. Placement
2. Testing
3. Career Development Program

Community Resources Counselor

(Community-based)

1. Liaison
2. Data-gathering
3. Referral
4. Counseling

Human Development Program

(Three H.D. Counselors, upperclassmen, and adult facilitators)

1. Homeroom Group Development
2. Individual and Group Counseling
3. Dialogue Center
4. Resource Development

IMPLEMENTATION:

1972-73:

1. Ninth Grade: Implement Human Development Program in Homerooms.
2. Tenth & Eleventh Grade: Specific Assignemnts by H.D. Counselors and the Community Resource Counselor.
3. Twelfth Grade: Specific assignments by the two Career counselors in the Career Counseling Office.

1973-74:

1. Ninth Grade: Implement Human Development Program in Homerooms.
2. Tenth Grade: Continue H.D. Program in Homerooms
3. Eleventh Grade: Specific assignments by H.D. Counselors and Career Counselor
4. Twelfth Grade: Specific assignments by the Career Counselors

SUMMARY-WORKSHOP

PARTICIPANT'S PROGRAM REACTION FORM

Participant's Position: ______________________________

Satellite Represented: ______________________________

Dear Participant:

We are interested in your reactions to the workshop experiences you have had over the past day and a half. Please complete the form and leave it with one of the Brockport Satellite participants. Thank you.

1. To what extent did you feel the keynote address was relevant to the program's theme?

   Little Relevance — Much Relevance

   1 2 3 4 5 (4.44)

   Comment:

2. To what degree of value did you find the reaction discussion group to the keynote address?

   Of Little Value — Of Much Value

   1 2 3 4 5 (3.94)

   Comment:

3. How helpful was the observation process of the Administrator-Teacher conference tape review?

   Little Help — A Great Deal of Help

   1 2 3 4 5 (4.39)

   Comment:

4. To what extent was it relevant to your work situation?

   Little Relevance — Much Relevance

   1 2 3 4 5 (4.00)

   Comment:

5. How meaningful was the reaction session to the Administrator-Teacher conference tape review?

Hardly Meaningful — Very Meaningful

1 2 3 4 5 (4.94)

Comment:

6. How valuable was the postmortem session of the Administrative Team/Teacher reaction?

Of Little Value — Of Much Value

1 2 3 4 5 (4.25)

Comment:

7. To what extent was the Reaction/Interaction session to the whole process on Thursday afternoon insightful to you?

Hardly Insightful — Very Insightful

1 2 3 4 5 (4.35)

Comment:

8. How valuable was Thursday evening's session in terms of meeting your needs vis-a-vis the model being applied to other administrative roles?

Of Little Value — Of Much Value

1 2 3 4 5 (3.06)

Comment:

9. To what extent was the total workshop experience of help to you?

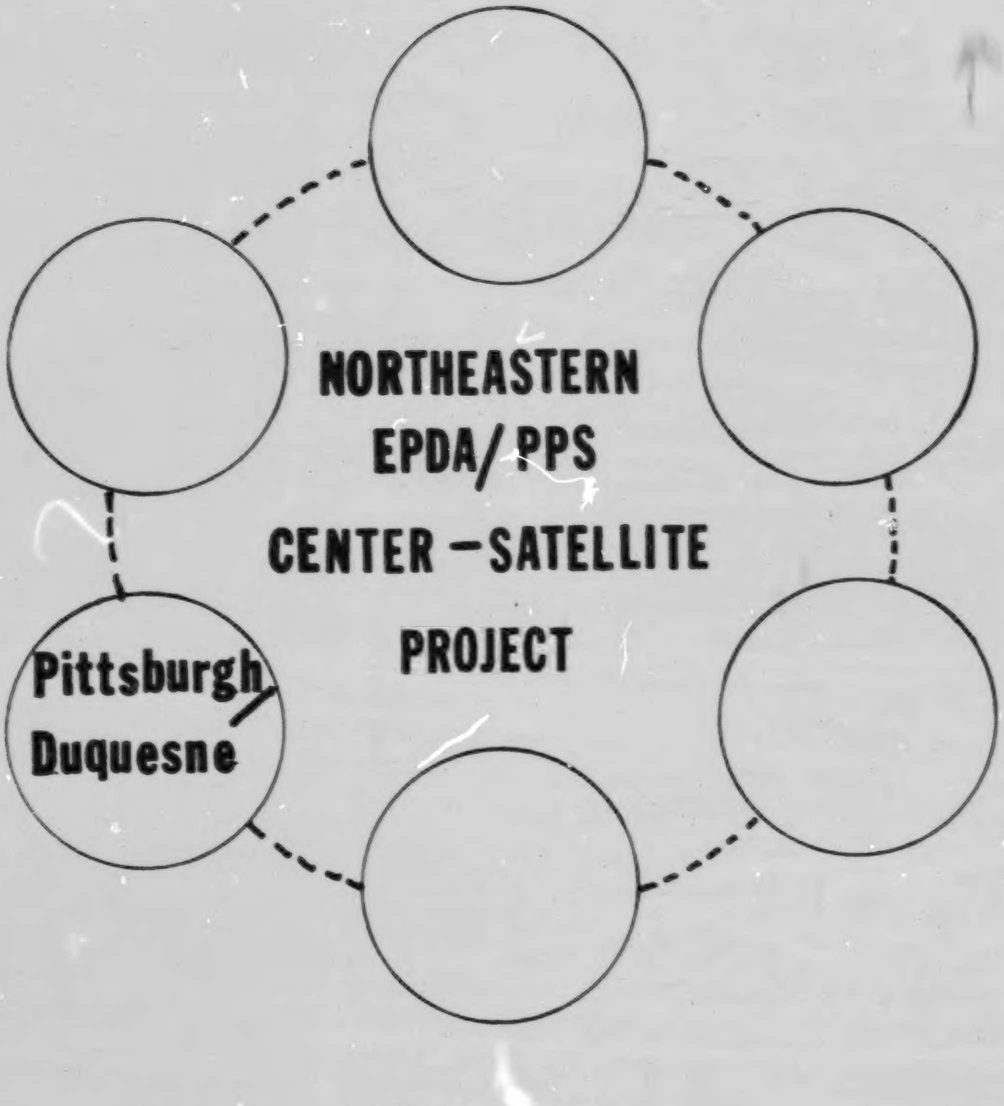
Little Help — Much Help

1 2 3 4 5 (4.68)

Comment:

10. Please cite those things (if any) which you feel you might find useful in your own work setting.

THE SCHOOL AS A TRAINING SITE



NORTHEASTERN EPDA/PPS CENTER-SATELLITE PROJECT

Pittsburgh/
Duquesne

MAY 23-24, 1973

The School as a Training Site*

Shirley Arnold

[Introductory Note: The Canevin experience is unique in several respects. First, it represents four years of involvement and support from two EPDA grants. Canevin has been a primary site in the Trainers of Teacher Trainers (TTT) project for 1969-73. In this project all levels and types of teachers and teacher trainers received field experience at Canevin. In 1970 the Duquesne-Carlow PPS Satellite began to place teacher and counselor trainees at Canevin. Second, these pre-service training activities paralleled an intensive in-service and curriculum development emphasis involving most of the regular Canevin faculty. Finally, the experiences at Canevin, apart from the issue of the school as a training facility for educational personnel, provides an ample description of Pupil Personnel Services role in teacher education. (Ed.)]

At the Initial planning sessions for the May Workshop at Canevin High School, the scope of the Duquesne-Carlow Satellite Program, its implementation, and its goals were the major considerations as a workshop outline evolved. In order to present the reality of the program at Canevin, the decision was made to include all elements of the Canevin community from parents to university personnel in the actual presentation of the workshop materials. Only from the perceptions of all who were involved could the reality of the program be determined. Through a comparison of these perceptions to the goals of the program, it was anticipated that a model for reinforcement of positive factors and elimination of negative ones would result.

The history of the Duquesne-Carlow Program at Canevin during the 1971-72 school year included the following:

1. A consortium of three teacher-training institutions (Duquesne

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*A Report of a Workshop sponsored by the Duquesne-Carlow Satellite of the Northeastern EPDA/PPS Center-Satellite Project, May 23-24, 1973, Pittsburgh, PA.

University, Carlow College, and the University of Pittsburgh), Canevin High School, St. James Elementary School, and a representative group of the West End-Crafton community was formed.

2. A multi-institutional, interdisciplinary K through 12 teacher training model utilizing counselors and counseling techniques was planned and piloted.

3. The planning of a community educational center to serve the West End-Crafton community was begun.

4. A planning and management team for the Canevin training center was planned.

5. A site committee with representatives of the three teacher-training institutions, the Canevin faculty, administration and student body, and parent and community groups was established.

6. A series of classes and seminars was offered on the teacher-training site for pre-service and in-service teachers and the administration.

(William Faith, Ph.D., Project Report for 1971-

The Project Report for 1972-73 stated:

1. The multi-institutional, interdisciplinary teacher training model was expanded to include, in addition to social studies PY trainees, PY trainees in English and Language Arts, Mathematics and Foreign Language while altering the elementary involvement from one of training PY's to one which provides the secondary education PY exposure to and involvement in various elementary schools representing various economic, racial, and ethnic backgrounds.

2. The community educational center concept was introduced by a seminar program, "Focus on Learners and Learning," which was made available to all public and parochial schools in the Crafton-West End community for either pre-service or in-serivce training.

3. A Staff Development Committee was established.

4. The formation of a West End-Crafton advisory board growing out of and working in unison with the Canevin High School site committee was begun.

5. A new role in the teacher training center, the Co-ordinator of Multi-Institutional Programs, was approved jointly by the teacher training institutions and the training site.

6. A program which invited parents into the school to meet regularly with the faculty of the center and to explore the possibility of becoming involved as paraprofessionals within the center and Canevin was planned and piloted.

7. The development of a community educational center publication was begun.

8. Planning of a method of gathering data to determine the educational and service needs which the educational center may meet was begun.

(William Faith, Ph.D., Project Report 1972-73)

The focus on teacher training which evolved naturally from the consortium described in the 1971-72 project report above and from the subsequent involvement of the community thus became the focus for the workshop.

A representative from the community, student body, preprofessional staff, teacher trainees, department chairmen, doctoral interns, coordinators, Canevin administration and cooperating universities prepared a paper describing the perspectives of his particular group toward the teacher training program at Canevin from its implementation in the fall of 1970 to the present time, the spring of 1973.

It should be emphasized that the writers were asked to present descriptive rather than evaluative analyses. The expectation was that the evaluation would be an outcome of the workshop. The final result would then be continuing, revised, or new guidelines for the programs at Canevin. In effect, the workshop would investigate the question of "The School as a Training Site."

THEME: The Cooperative Teacher Education Center School

SATELLITE COORDINATOR: William Faith, PhD.

CENTER COORDINATOR: Canice Connors, PhD.

PROGRAM COORDINATOR: Shirley Arnold

PROGRAM

Wednesday, May 23, 1973

Library - Canevin High School

10:00 Introduction, William Faith, PhD.

10:30-12:00 Presentation of perspectives

Community	Ann Harty
Student	Tom Witt
Preprofessional	Mary Jane Rosepink
Trainees	Fran Jetcyk
Doctoral Interns	Sr. Luanne, Sr. Gregory
Department Chairman	Fr. Adam Keltos
Coordinator	Shirley Arnold
Administrator	Fr. Julian Zambanini
University	James DeTrude, PhD.

1:30- 4:00 Reaction, questions, and clarification session using morning presentations as basis for dialogue.

Gold Room - Friary

7:30- 9:00 The Theory and Design of a Cooperative Teacher Education Center School (CTECS) - Robert Walsh, PhD.

9:00-10:00 Informal reception

Thursday, May 24, 1973

Library - Canevin High School

9:30-10:30 Decision Model for a Training Center - Canice Connors, PhD.

10:30-12:00 Participants will compare the reality of the experience at Canevin to the theory of a CTECS.

Closing Statements.

THE CANEVIN TEACHER EDUCATION PROGRAM:

PARTICIPANTS' PERSPECTIVES

The following papers were presented at the May workshop by nine participant group spokesmen from Canevin's teacher training center. To assist in clarifying the nature and role of the sub-populations at Canevin, the following information is appended:

ADMINISTRATION:

Father Canice Connors, O.F.M. Conv., was Canevin's headmaster-elect during the initial stages of planning the teacher training programs at Canevin, in the spring of 1970. Father Canice is also a faculty member in the Counselor Education department at the University of Pittsburgh. It was this department at Pitt, through the person of the then chairman Dr.John Guthrie, which sponsored the first teacher training activity at Canevin. Father Canice, because of his affiliation with the University and the sponsoring department, became the first Site Coordinator of the teacher training program at Canevin, with responsibility to oversee the entire scope of University and site personnel involvement. During his two-year administration, Father Canice appointed individuals to coordinate the separate spheres of the Universities' activity and Canevin's activity in the teacher training program. His successor, Father Julian, did not inherit the role of Site Coordinator because he held no official relation to the University; rather, this position was passed on to Shirley Arnold as Coordinator of Staff Development.

The following chart represents past delegation of authority for coordination of the teacher training program at Canevin :

TEACHER TRAINING COORDINATORS

1970 - 1971

Site Coordinator
(Pitt Counselor Education
Faculty Member)

Fr. Canice Connors

appointed

U. Pitt.
Faculty Coordinator
William Faith, PhD.

Second Year Teacher
Training Coordinator
Robert Walsh, PhD.

1971 - 1972

Site Coordinator

Fr. Canice Connors

appointed

In-Site Coordinator
Sr. Ann McGlinchey

Educational
Consultant
Robert Walsh PhD.

Pre-Service Coo
Sr. Luann Kubis

1972 - 1973

Coordinator of Staff Development
Shirley Arnold

UNIVERSITIES:

The report by the university representatives expresses the institutions' official perspective on the Canevin cooperative teacher education project, rather than the perceptions of individual university staff affiliated with the training site. The report does not specify that in the second year of teacher training at Canevin, the participating institutions, Duquesne, Carlow, and the University of Pittsburgh, reached agreement:

1. to allow a supervisor from any of the universities or from Canevin to supervise any intern or professional year teacher from any institution;

2. to give credit for any course taught at Canevin by a university faculty member from any of the three institutions.

Both of these indicate significant breakthroughs in inter-institutional cooperation by allowing all supervisory and resource personnel to organize into a functional, coordinated team without regard for institutional identities.

University personnel involved with teacher training at the Canevin site include supervisors, program coordinators, discipline coordinators and instructors.

COMMUNITY:

The functional definition of "community involvement" in the teacher training program at Canevin is the inclusion of all participant groups in some phase of decision making. In this report, the term "community" is used both in the generic sense, meaning the entire range of interest groups at Canevin, and in the more specific sense of the parent population. ONe of the major innovations in community involvement at Canevin has been, in fact, the reorientation of the Canevin Parents' Club from a fund raising to a policy influencing organization.

The program goal of community involvement not only means empowering all active members of the Canevin scene, but also opening channels of communication and service with the feeder communities surrounding the school. The report refers to this broader civic "community", too, in outlining the Site Committee's Community Resource Program.

DOCTORAL INTERNS:

The presence of doctoral interns at the training site makes possible the many innovative features of the Canevin teacher education model. As noted in this report, doctoral interns provide the expertise and manpower which allows regular consultation with teaching teams, and consultation with the pre-service and in-service personnel regarding curriculum, program development, teaching methods, and planning. Most particularly, the doctoral interns facilitate use of the developmental model of supervision. The developmental, or clinical, form of supervision assumes that a supervisor cannot adequately judge a trainee's teaching ability by a few observations, or even by classroom observation alone. The model includes regular observation of the trainee's work in the classroom, as well as a series of conferences during which the supervisor and trainee share ideas of teaching and become acquainted with each other as "whole" persons. The developmental model places considerable demands on the supervisor and requires training to be used properly, hence the importance of doctoral interns in the teacher training program, who grant the necessary attention to individual trainees and who supervise each other's supervision.

TRAINEES:

The Trainees' report speaks for both the MAT candidates and PY trainees. The functional distinction between these two types of trainees is slight, but important. The MAT personnel are graduate students, already certified as teachers, who are working towards a Master of Arts in Teaching degree. The PY (Professional Year) students are undergraduates in their fourth year of college who are engaged in teaching practicum, leading to a Bachelor's degree with certification. Both MAT's and PY's are assigned to teaching teams with resident Canevin faculty and are supervised through the developmental or clinical model. Both are committed to the training site every day for an entire school year. The MAT, in addition, holds the position of part-time faculty member and shares the responsibilities of substitution with regular full-time faculty. The average part-time schedule for MAT's consists of four periods (3 classroom and 1 monitoring assignment) a day. The MAT trainee is not required to remain on site during unassigned periods, but may not make outside commitments which would impede his scheduling flexibility throughout the year.

Trainees at the Canevin site who are completing bachelor's degree requirements are categorized as "special program trainees" and "regular trainees." The "Special program trainees" are PY students from Pitt's T.T.T. program and the Duquesne-Carlow PPS program. At Canevin, these trainees work in the math, English, social studies, science and foreign language departments.

"Regular trainees" are students from Pitt and Duquesne who come to the Canevin training site under the terms of the traditional student teacher-cooperating teacher program. This is a one-semester arrangement, as opposed to the year-long training models. In the Trainee Report, regular trainees are referred to as "student teachers," to distinguish them from PY's, hereafter termed "trainees."

PREPROFESSIONAL:

The teacher training program at Canevin provides practicum experience to several part-time college undergraduates who have not yet reached the professional year, but who are studying aspects of secondary education. The preprofessionals at Canevin were all previously members of the Canevin community, parents or adjunct staff, who returned to college and are planning second careers. Their involvement with the teacher training program in auxiliary roles enables them to accelerate their college classwork and receive credit for field experience at the same time. In the past three years, preprofessionals at Canevin have acted as remedial reading instructor, student activities counselor, executive secretary, and coordinator of small-group instruction in the English and social studies resource centers.

It should be noted that, unlike the other participant reports, the preprofessional's paper is an essentially subjective account of one individual's experience and impressions in the preprofessional role at Canevin.

PARAPROFESSIONALS:

The paraprofessionals, also known as community resource personnel, were not formally represented at the May workshop. Many of these aides are parents and persons related to the Canevin community who have been invited to share their time and skills with students and staff. Paraprofessionals as a group are not involved in a college degree program at any level, although they are permitted to attend some seminars offered on site by university personnel.

1. Headmaster (Principal)
2. Administrative Assistants (Assistant Principals):
    a. Boys' Vice Principal; Girls' Vice Principal
    b. Dean of Boys; Dean of Girls
    c. Curriculum Director
    d. Guidance Counselors
    e. Coordinator of Activities
    f. The Co-Chairmen of departments
3. Administrative Aides:
    a. Student Council Advisers
    b. Coordinator of Audio-visual aides
    c. Coordinator of Health Services
    d. Director of Athletics
    e. Priest Moderator of Athletics
    f. Director of Safety
    g. Director of Foreign Exchange Program
    h. Activities and Club Moderators[1]
4. Standing Committees:
    a. Curriculum Evaluation Committee
    b. In-Service Committee
    c. Faculty Welfare Committee[2]

Academic departments were chaired by co-chairpersons--one representing the boys' division and one representing the girls' division. For the most part the infrequent meetings were merely a matter of form. Neither the headmaster nor the boys' vice principal would be returning for the 1970-71 school year.

Canevin had been founded as and at this time was still a co-institutional school and power rested predominantly with the boys' division since the boy's vice principal was delegated to act for the headmaster in his absence. Because of these situations, there was a virtual standstill on the administrative level in anticipation of a new administration.

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[1] See *Distribution of Administrative Authority--Guidelines for Staff Functions*, Canevin High School, Revised, 1965.

[2] See *The Standing Committees of Canevin High School*, 1962.

At this time also there was a group of teachers who formed a committee and with the permission of the headmaster was investigating ways of improving the schedule. The main goal of the group was to improve the use of both teacher and student time with slight emphasis on curriculum development and this especially in the area of religious education.

It was decided that this committee or at least three or four members of this committee would be responsible for the scheduling of classes for the next school year. For the 1970-71 school year, this sub-committee of volunteers introduced a variation in the scheduling of lunch and began to schedule with the assistance of a computer-loaded program. The immediate goal of relieving teachers from monitoring study halls of 25-40 students was acheived by scheduling students into a large cafeteria area to study or socialize during their unscheduled time with the option of going to the library. Another change of some import was the scheduling of boys and girls together whenever it was feasible and more convenient to provide students with more curricular offerings.

This committee and the few changes it effected after surveying the faculty is an indication of an initial willingness to change the status quo in view of change trends apparent locally and nationally.

TEACHER TRAINING PROGRAM

In the spring of 1970, plans were begun to create a teacher training center at Canevin. The Second Year teacher training Coordinator was identified and began having informal informational sessions with the administration to be and the English Department chairman and teachers on the purpose and goals of the program and how it would be implemented the following school year.

The goals for introducing the teacher training program at Canevin were:

1. to make university resource persons available to Canevin faculty in curriculum development.
2. to reduce teacher-student ratio in classes (the great number of large classes had been particularly noted by the 1965 Middle States Evaluation Committee and remained a problem)
3. As trainees become more experienced, they might substitute for regular faculty to allow resident faculty more time for planning and curriculum development
4. to introduce relevant educational changes at Canevin through the interaction between the resident faculty, university personnel and trainees.
5. Since the teacher training program was federally funded, it could implement the above objectives for expansion with only a relatively small increase to the Canevin budget, which had to be approved by the Diocese.

1970-71

Administrative Set-Up

With the appointment of a new headmaster, the administrative set-up of the school was changed. In an attempt to share the administrative power vested in the headmaster, an Administrative Staff was established.

The Administrative Staff met weekly for one period (45-50 minutes) and was composed of:

1. Headmaster--Coordinator of total school operation
2. Coordinator of Pupil Services
3. Coordinator of Curriculum and Supervision -- Vice Principal
4. Coordinator of Activities
5. Coordinator of Special Programs
6. Coordinator of Business Affairs
7. Executive Secretary and Coordinator of Pre-professional and Secretarial Staff

Two administrative assistants--one dealing with attendance and public relations and the other assisting the Coordinator of Activities in allocating time and space and drawing up the calendar--also met with the Administrative Staff.

Adjunct Administrative Staff members advised the Administrative Staff concerning their particular areas or competencies:

1. Dean of Students--student life, school morale and faculty/ student relations, school order
2. Moderator of Student Council--represents administration at student council meetings
3. Athletic Director--policy and practice concerning athletics
4. Director of Innovative Programs--teacher training program and other innovative programs. (This was the school title for the person who functioned as the Second Year Teacher Training Coordinator.)

At the same time a reorganization took place in the academic departments. Instead of co-chairpersons representing the co-institutional set-up of the school, each department was headed by one person who continued to receive the combined stipend of the co-chirpersons but in addition was given a reduced teaching schedule in order to fulfill the supervisory and administrative duties of his job description.

The twelve plus academic departments were rearranged so that the ancient languages and modern language departments were combined into one foreign language department, and the separate art and music departments were combined to form the Interrelated Arts Department.

The department chairpersons were appointed by the Headmaster with an eye to balancing the religious, lay, male and female elements of the faculty. This group met during the first year on a weekly basis with the Coordinator of Curriculum and Supervision in order to plan and implement the curriculum. Present at these meetings as resource persons and facilitators were different university personnel, e.g., the University of Pittsburgh Faculty Coordinator for the teacher training program.

One of the goals of this group was to examine the curriculum and the needs of students and to plan the course offerings and schedule for the 1971-72 school year. The curriculum was expanded in English by the introduction of junior/senior electives. As a result of this and other curricular developments a Catalog of Course and Activity Descriptions was published and in conjunction with the faculty at large, plans were

THE ADMINISTRATOR AND TEACHER TRAINING PROGRAMS AT CANEVIN HIGH SCHOOL

Fr. Julian Zambanini

An attempt will be made in this descriptive analysis to outline the relationship of Canevin High School's head administrator to the teacher training programs at Canevin.

Canevin High School is a suburban, non-public, co-educational district high school (grades 9-12) of the Catholic Diocese of Pittsburgh, with an enrollment varying over the last three years (1970-73) from 1500 to the present 1305 students. These students are drawn from the parishes of different civic communities of varying sizes which geographically comprise a total area of 138 square miles. These communities are generally urban or suburban in nature with some students coming from communities which are considered rural or industrial. The school plant was completed in 1959 and the first class graduated in 1963.

Teacher training of the pre-service type began at Canevin when the first teacher trainees entered the school in September, 1970. In an attempt to be as contextual and clear as possible, this description will consider the following two perspectives in four chronological steps, namely, 1969-70, 1970-71, 1971-72, and 1972-73 school years:

1. The administrative set up of Canevin and its goals
2. The operational relationship between the administration of Canevin High School and the teacher training programs at the Canevin site.

I. 1969-70 School Year

Administrative Set-up and goals

At this time (1969-70), Canevin was a co-institutional high school administered by a headmaster (principal), who autocratically directed the implementation of the school goals through administrative assistants, administrative aides and three committees as outlined below:

made to adopt a team/block type schedule for the 1971-72 school year.

TEACHER TRAINING PROGRAMS

During the 1970-71 school year the sole teacher training program at Canevin was the Training the Trainers of Teachers (TTT) Program which was federally funded through the University of Pittsburgh. At the Canevin site it was coordinated by a University of Pittsburgh Faculty Coordinator, William Faith, who arranged for university resource persons to aid in the training of 6 MAT's 9 PY's and 4 PPY's (preprofessionals) who were placed at Canevin in the English Department, and also to give in-service training to the resident Canevin faculty. The Second Year Teacher Training Coorcinator, Robert Walsh, had the over-all responsibility of the teacher training program at Canevin and acted as a liason between site and university. Four doctoral students acted as supervisors and additional resource persons. The doctoral students did not begin supervising the trainees until the middle of October. This delay in trainee supervision was seen by the resident faculty to complicate the smooth implementation of the program and place an added burden on the resident faculty members who were working with the trainees in a team teaching situation. (See Department Chairman report page 49.)

MAT and PY trainees were scheduled to be at Canevin for a half day a full year. In August of 1970, special care was taken in scheduling the professional year trainees with the resident faculty so that they could work together. It should be noted that unlike other sites where teacher training programs were isolated by taking over certain classrooms, at Canevin the PY's and MAT's were incorporated into the English Department as a whole.

A Site Committee with persons representing all participants in the teacher training program (Diocesan administrator, Canevin administrator, Canevin guidance and counseling services, department chairman, teachers students, parents, trainees and university personnel) was established under the chairmanship of the Second Year Teacher Training Coordinator. This committee, in accordance with federal guidelines, was committed with the task of monitoring, evaluating and finally deciding the status of the teacher training programs for the next year. Its decision to continue the program in the English Department and expand into the Social Studies Department was accepted and implemented by the school administration.

During the summer of 1971, trainees in math were placed at Canevin to teach in a remedial summer program for in-coming freshmen. An administrative intern acted as summer school principal for the entire Canevin summer school program.

1971-72

Canevin Administration

Some changes were instituted in the administrative make-up of Canevin for the 1971-72 school year.

The position of Executive Secretary was dropped from the Administrative Staff and that of an Administrative intern (who was in training for the Vice Principal position) was added.

The position of Coordinator ofActivities was changed to Coordinator of Faculty Assignments and Statistical Records with a new person assuming the latter position.

The Coordinator of Curriculum became a doctoral student in the teacher training program but remained part of the Administrative staff. An Assistant Coordinator for Scheduling was added to the Adjunct Staff in order to perform the scheduling tasks previously handled by the Coordinator of Curriculum.

An Educational Consultant who was the Director of Innovative Programs (Second Year Teacher Training Coordinator) during the 1970-71 school year was also added to the Adjunct Staff as were two part-time positions--In-Site

Coordinator (Sr. Ann McGlinchey) and Supervisor of Pre-Service Personnel (Sr. Luanne Kubish)--which replaced the position of Second Year Coordinator.

A number of changes were made to school facilities. The major changes were the division of 8 large classrooms by means of a moveable partition into 16 small group rooms. The elimination of duplicate faciliti-s (biology lab, office space, etc.) allowed for the creation of 7 resource centers (Religious Education, English, Social Studies, Math and Science, which share a large room, Foreign Languages, Business Education, Production Center). These space changes indicate an attempt to give students an opportunity to self-direct their unscheduled time and also allow for scheduling smaller sized classes (about 25 students).

The team/block type schedule adopted by the faculty during the 1970-71 school year after investigation of several types of scheduling was implemented in the 1971-72 school year. Further, during 1971-72, the students began electing mini-courses (either quarter, i.e., 9 weeks, or one semester, i.e., 18 week courses) in junion/senior Religious Education and English, and in senior social studies. In general, elective offerings for students increased 87% over the 1970-71 school year.

TEACHER TRAINING PROGRAMS

During the 1971-72 school year, two teacher training programs were incorporated at Canevin: the TTT Program from the University of Pittsburgh and a PPS Program from Duquesne University and Carlow College.

Four discipline resource persons from the University of Pittsburgh, two doctoral fellows, four MAT's in social studies and four MAT's in English, six PY's in English and three preprofessionals were assigned to CAnevin under the Pitt program.

Two PY's in social studies were assigned by Duquesne University and two PY's in social studies by Carlow College.

The addition of the social studies program and the "consortium" created by having the University of Pittsburgh, Duquesne University and Carlow College at the same site early in the school year indicated to the new In-Site Coordinator that a coordinating procedure was necessary to control the multitude of supervisor/ advisers place at the site. Nine persons acted either as developmental supervisors or advisors at least one day a week and additional university resource persons frequented the building.

A committee of all site based personnel (In-Site Coordinator, Supervisor of Pre-Service Personnel, doctoral fellow in English, doctoral fellow in social studies, one in counselor education, the English and social studies department heads, the Community Representative--a parent) and university advisers (two from Carlow College, one from Duquesne and two from the University of Pittsburgh representing the English and social studies program respectively) was established to discuss such problems as supervising schedules, number of persons supervising any trainee at one time, frequency of supervision, type of supervision, expected outcomes and the relationship of the universities to each other and to the school site. This committee, the Canevin Supervisors Committee, was chaired by the In-Site Coordinator who called meetings and represented CAnevin's headmaster, who was also the Site Coordinator and Coordinator of the Pitt doctoral interns' program on the Core Faculty at the University of Pgh.

Also on the committee was Canevin's Coordinator of Curriculum and Supervision (Vice Principal) who is the doctoral student mentioned above in the social studies program.

By the beginning of the second semester, arrangements had been made by both the Math and Science Departments to train student teachers from the University of Pittsburgh's regular student teacher program. These supervisors were also invited to be part of the Canevin Supervisors Committee.

Besides supervising trainees, this group also planned and implemented seminars in subject areas and methods for trainees and resident faculty. These seminars gave resident faculty and trainees an opportunity to interact with each other and to exhcnage ideas while learning together.

The Site Committee acted as a monitoring agent for the program and was instrumental in conducting a survey of students', teachers', trainees', administrators', and supervisors' opinions. This information was used by the Site Committee to urge continuation of the program with specific recommendations for improvement.

During the last part of the school year, plans were made for the 1972-73 school year. All academic departments were asked if they wished to expand or begin a teacher training program in their departments. In addition to English and Social Studies Departments which had trainees from the Pitt TTT program, and to the Math and Science Departments with student teachers from the University of Pittsburgh's regular student teacher training program, trainees were interviewed for the foreign language and business education departments. This positive commitment gave Canevin a definite atmosphere of a teacher training center devoted to cooperating with local colleges and universities in preparing teachers.

This positive action also indicated to the administration that, although a great deal of effort and energy both personal and professional was necessary, the majority of the students and faculty saw value in the program not only for the trainees but for the school. Many of the difficulties of communication and the resulting resentment and misunderstanding continued, but there was an apparent willingness to attempt to overcome these difficulties. Individuals still saw the program as detrimental to the school. However, educationally the interaction between resident faculty and trainees stimulated thought and discussion on things educational and motivated a number of teachers to seek state certification or to return for graduate work. Those teachers who worked directly with trainees were given the option to take courses for credit at the university. The close ties between the university personnel and the resident faculty involved in the teacher training program opened many opportunities for advisement and experiences for teachers which otherwise would not have been available. Benefits of these ties also accrued to students, e.g., ALPS (the Alternative Learning Program for Seniors) through university contacts attended class and were able to use university resources; some trainees acted as advisers to the students, etc.

During the summer, a remedial program for incoming freshmen and special orientation days were coordinated by the Supervisor of Pre-Service Personnel while the Administrative Intern was summer school principal.

1972-73

Administration of Canevin

A new headmaster was appointed for the 1972-73 school year who had held the position of Vice Principal the year before. Other Administrative Staff changes included the appointment of the Administrative Intern who had completed his MA level studies as Vice Principal. The position of Coordinator of Religious and Community Programs was created with a new person filling that position. A newly appointed person became the Coordinator of Guidance and Counseling services. Since the headmaster retained the function of Coordinator of Curriculum and Supervision, the Coordinator of Special Programs was also given the task of chairing the Academic Department Council in the headmaster's absence. The Business Manager, who also is a member of the Administrative Staff, remained the same person.

An important change in the Adjunct Staff was the appointment of one person to be Coordinator of Staff Development Programs. In this position, Mrs. Shirley Arnold took charge of coordinating both pre-service (all teacher training programs) and in-service (training of resident faculty) programs. As liason person with the university and as a supervisor, her experience put her in a position to help resident faculty and the Administrative Staff in planning in-service programs and advising the headmaster and Canevin Programs Committee (formerly the Site Committee) in matters pertaining to teacher training programs.

In order to facilitate communications an Administrative Council, composed of the entire Administrative Staff plus representatives of the different areas and groups of the school, viz., student council, lay faculty (1 male, 1 female), 1 religious (female), dean of students, coordinator of student academic programs, and coordinator of staff devebopment programs was established which meets once a month prior to the monthly faculty meetings to decide the agenda for meetings and to air other school problems.

Curriculum development is handled by the Academic Departments Council, composed of twelve department chairpersons--AVLAC (Audio-visual Learning Aids Center), library, physical education/health, religious education, English, social studies, math, science, foreign languages, home oconomics, business education, interrelated arts (music/art)--with the headmaster as coordinator of the council. At weekly meetings, held seventh and eighth periods on Wednesday, the Vice Principal (in charge of school order and summer school programs), Dean of Students, Coordinator of Staff Development Programs, Coordinator of Student Academic programs, and Coordinator of Guidance and Counseling Services are invited as observors/consultants.

The mechanics of scheduling were purposely taken out of the hands of the Counseling/Guidance department and given to a team of two part-time teacher/administrators who share freshmen admissions, scheduling, and grade recording and reporting responsibilities with the help of a full-time clerk. The Counseling/Guidance department, therefore, has as its main tasks personal and career counseling and guidance individually and in groups for students and teachers.

The fact that Canevin is a nonpublic school, has undefined relationships to the Diocesan Schools Office, and charges tuition is of importance in giving a description of the school's administration. All financial and building maintenance details are handled by the Business Manager in consultation with the Administrative Staff. An annual budget must be submitted to the Diocese which subsidizes each Roman Catholic student $175. The remainder of the budgeted costs of running the school must be raised by tuition collected. Because of minimal state aid and the rising cost of living as well as decrease in enrollment due to an increased tuition, Canevin, like all the schools of the Diocese, is caught in a vicious financial circle while trying to provide a high level of quality education by hiring competent teachers both religious and lay.

The belief that the quality of individual and corporate faculty will dictate the quality of education, both cognitive and affective, lies at the root of the administrative desire to avoid a monolithic faculty and espouses one which is composed of varied talents and skills, from different backgrounds, but all of whom have one common goal--the educational good of the students, faculty, parents, administration and community.

TEACHER TRAINING PROGRAMS

The concept of a Cooperative Teacher Education Center has developed at Canevin to the point that at present trainees from two universities and three colleges of the Pittsburgh area (University of Pittsburgh and Duquesne University, Carlow, Robert Morris and Point Park Colleges) work together at one site. Resource persons from the university act as supervisors and advisers to trainees and interact with the resident faculty in the various discipline areas--English, social studies, math, science, foreign languages, business education, library science, and counselor education.

In order to pull together the different teacher training programs from the various institutions a Staff Development Committee was formed to serve as a forum for discussion of ways the university, college, and high school personnel can cooperate to insure the smooth running of the training site for the good of all participants--high school students, trainees and faculty. The forerunner of the group was the Canevin Supervisors Committee formed the previous year.

The membership of the 1972-73 committee includes: The Coordinator of Staff Development Program, who is a full-time member of the Canevin staff, the chairpersons of all Canevin Academic Departments, at least one representative from each university and college, the Headmaster and Vice Principal of the school, parent delegates, plus other observer participants from the school's Adjunct Staff who wish to be present because of a pertinent agenda item. This committee deals with everything from scheduling of supervision to providing in-service seminars for resident faculty and trainees.

Another committee which is important in the running of the teacher training program at Canevin is the Site Committe, which during the past year has taken measures to address itself not only to the teacher training programs but to all educational programs at Canevin, thus changing its name to "Canevin Programs Committee." This committee represents students, parents, teachers, department chairpersons, trainees, Coordinator of Staff Development Programs, university personnel, assistant superintendent for secondary schools of the Diocese of Pittsburgh, Coordinator of Canevin Guidance and Counseling Services and Headmaster. The committee is chaired by a parent.

The Committee has set as its goals the collection and dissemination of data pertinent to the teacher training programs at Canevin for purposes of evaluation and public relations.

This information is reported to students, parents, facultv, university personnel and trainees as an aid in evaluating and improving themselves and the program.

OUTCOMES AND EFFECTS

It is difficult to assess what effect Canevin has had on the university and vice versa in the area of teacher training. However, the chief administrator of Canevin can report the following outcomes from these programs:

1. An awareness and interest, on the part of the resident faculty, in their own educational growth and in application for state certification.
2. An interest and willingness, although at first perhaps reluctantly, to help trainees become proficient, well prepared teachers.
3. A positive attitude, on the part of a majority of Canevin students, in having trainees in the classroom.
4. An acceptance, on the part of parents, in having their students taught by trainees working with experienced teachers and university supervisors.
5. A healthy awareness of the unwanted changes which the influx of trainees may effect and a continuous cooperation on the part of Canevin staff and university personnel to sustain the educational goals of Canevin as a Christian Catholic School.
6. An appreciation of the changes that are taking place in education and an attempt to understand and incorporate the best of these into the curriculum.
7. A willingness, on the part of university personnel, to help Canevin teachers in their professional growth.
8. An opportunity for Canevin students to encounter persons of differ ing talents, ideals and backgrounds in guided and supervised setting.
9. A realistic work opportunity for trainees where everyday successes and difficulties with students, teachers, administrators, and parents can be and are encountered.
10. The availability of university resource persons to Canevin faculty and administrators.
11. The financial advantage available to Canevin and trainees by participation in federally funded programs.
12. A limited but initial experience in team teaching for trainees and resident faculty.

13. A variety of experiences on the administrative level in dealing with all facets of school administration and teacher training.

14. The successful completion of their internship, on the part of trainees, either by getting a teaching position in an already crowded job area, or the realization that teaching should not be a particular trainee's career choice.

INTER-UNIVERSITY COOPERATION

Dr. James DeTrude
Dr. Ernest Dorow

Canevin High School is an example of a site where effective inter-university cooperation in teacher training has occurred. Three schools have been involved in this effort, but the interesting fact is that the cooperation grew out of two separate and different programs at the site. The Duquesne-Carlow project (PPS) effectively brought those two institutions of higher education, which the University of Pittsburgh became involved with Canevin through the "TTT" project.

Any attempt to operate two separate programs with similar goals at the same site seemed a wasteful effort of planning, therefore, it was natural that one committee was formed representing the three institutions of higher education and two funded projects as well as Canevin High School. Initially, this body was knows at the Site Committee. By the 1972-73 school year, this same body, modifying its goals and directions, became the Canevin Programs Committee.

Additional inter-university cooperation was assured in the 1972-73 academic year with the addition of Point Park College and Robert Morris College to the list of institutions collaborating in teacher training at this site. Since these two institutions have just become involved on-site, this report will describe the functions of the collegiate institutions which have been collaborating at Canevin for the past two years.

Duquesne, Carlow and the University of Pittsburgh have worked cooperatively on planning, implementing and evaluating the teacher training program at Canevin High School

The planning over the last two years was essentially designed to encourage interaction and cooperation among educational instutitions at all levels, elementary to university. Four major goals of this collaborative program include:

(1) to give teachers in training a number of experiences and exposures to the whole range of educational situations, kindergarten to twelfth grade;

(2) to emphasize and develop an advisory system which establishes the kind of close personal relations which help in the development of teachers;

(3) to bring together a number of coordinators from many institutions of higher education, education faculty and liberal arts faculty, to deal with a diversity of students from these institutions;

(4) to plan for the possible expansion of a private school to a community school, thereby providing services to the community beyond the traditional ones of education.

Program goals more specifically related to the teacher training model at Canevin include:

(1) to provide an on-site pre-service experience which closely approximates an actual in-service year and which focuses on the analysis of situations and the solving of problems which arise in classrooms and schools.

(2) to develop an awareness and understanding of the total educational experience, grades kindergarten through twelve, through a year-long site oriented program of directed analysis and involvement with elementary and secondary schools, faculties and students.

(3) to develop, through an inter-disciplinary approach, those skills needed to conduct and to facilitate the learning process at the elementary and/or secondary levels through a site centered program of developmental supervision and instruction.

(4) to develop the pre-service teacher's understanding and awareness of his or her self-image as a person, a teacher, and a professional through a series of directed experiences and encounters with students, peers and professional teachers designed by a multi-institutional teacher training staff.

The multi-institutional training staff includes representatives from Education and Liberal Arts faculties.

University of Pittsburgh:

1 Coordinator for Secondary Education-Social Studies
1 Mathematics - Secondary Education
1 English - Secondary Education
3 doctoral students who supervise trainees (one of these doctoral students serves as the program coordinator at Canevin)

Duquesne - Carlow:

2 Secondary Education staff members
2 Counseling or Education staff members
2 Reading and Language Arts staff members
1 Elementary Education staff member
1 School Psychologist staff member
3 Liberal Arts staff members (one each in Social Science, Language and Mathematics)

The inter-university training staff is represented on the Staff Development Committee at Canevin. The committee functions in two ways: Decision making and advisement. The teacher training institutions make decisions concerning the design of the pre-service training program, the site faculty and parent representatives advise. The site faculty and parent representatives make decisions concerning the implementation of the pre-service training program at the site; the teacher training institution representatives advise. Lastly, the teacher training institution representatives, the site faculty and community representatives jointly make decisions concerning in-service programs and community educational and service programs.

The second phase of the inter-university project at Canevin is the implementation of the various programs. Activating the commonly accepted goals and objectives of the programs requires extensive cooperation among the various colleges and university representatives on-site. These persons might be described as being interested in curricular revision of teacher training programs, authoritative regarding current trends in given subject areas and desirous of developing an on-site oriented program. Flexibility and the willingness to innovate were perhaps the outstanding characteristics of this group.

The cooperative teacher education project meets a variety of student career objectives. The project includes para-professional training, professional year students meeting Bachelor degree requirements, professional year students meeting the Master of Arts in Teaching requirements, candidates in various doctoral programs, and students involved in a regular university one-semester student teaching program.

The training schedule consists of three major site oriented activities: 1) pre-service teaching and training, 2) elementary and secondary school field experiences and 3) in-service programs for teachers, parents and community.

The pre-service teaching and training phase was designed to meet the aforementioned goals and objectives of the combined programs. The programs for regular one-semester student teaching experiences are operated by the universities in the traditional manner. Some program differences occur with respect to students meeting Bachelor or Master degree requirements. Those students meeting Master of Arts In Teaching from the University of Pittsburgh take some classes on campus. The major work assignment however is on-site. The professional year students meeting requirements for the Bachelor degree have their experience on-site, as well as on campus. Carlow students who are involved in completing requirements of a Liberal Arts degree must take some courses on campus to meet those requirements. This involves a small portion of their time that is spent on campus.

An example of the variety of activities in which the professional year student would be involved is presented in Appendix A.

The pre-service teaching and training program involves a year-long teaching experience with regular developmental supervision provided by the multi-institutional training staff. A program of elementary and secondary field experiences designed mutually by the training staff and the pre-service teachers is conducted to meet the developmental and the individual educational needs of the teachers in training. The program has provided the following developmental and instructional classes or seminars:

1. Methods for teaching the social sciences, English and the Language Arts, Math and Foreign Languages,
2. Team teaching and curriculum planning,
3. Group dynamics and management,
4. School--Community affairs,
5. Student and Teachers classroom behavior,
6. School organization,
7. Classroom management,
8. Child/Adolescent development and learning.
9. Social Systems.

The second phase of the teacher training program involves the secondary-elementary field experiences. These experiences were designed mutually by the teacher training staff and the pre-service teachers to meet the developmental and individual educational needs of the teacher in training.

The on-site instructional program designed to support the elementary-secondary field experiences has already been identified. In the 1971-72 academic year, an elementary year-long pre-service student experience was provided at the St. James Grade School site. Weekly seminars for both the secondary student teachers and the elementary student teachers were conducted by the inter-university teacher training staff. In the 1972-73 academic year, elementary pre-service student teaching was not provided. In order to meet program objectives for a kindergarten through twelve experience, a variety of elementary experiences was made available by the inter-university training staff.

The third phase of the teacher-training project at Canevin High School concerns itself with in-service programs for teachers, parents and community. Two half-day workshop titled Humanizing Education in the Elementary and Secondary School, and Multi-Media--Its Use and Value in the School were offered. In addition a series of seminars were offered. They included:

1. Group Dynamics and Management: Introduction to Counseling Techniques,
2. Affective Learning; Humanizing Schools,
3. School organization and Law
4. Teaching the Exceptional Child,
5. Developmental Reading; Remidial Reading,
6. Decision making,
7. Program Planning.

These workshops and seminars were open to all pre-service student teachers, in-service teachers and administrators, parents, community and undergraduates from the various participating colleges and universities. They were conducted by the inter-university teacher training staff.

Other in-service activities available to faculty and administrative personnel at Canevin included:

1. Availability for faculty at Canevin to take courses on-site from the participating colleges and universities to meet requirements for Instructional Level I Certification,
2. availability for faculty at Canevin to take courses on-site from the participating colleges and universities to meet requirements for Pennsylvania Permanent Certification,
3. availability of college and university staff personnel on-site to work with faculty members on a variety of issues related to education at Canevin,
4. availability of college and university personnel on-site to serve as program advisors to Canevin faculty members and MAT students who are enrolled in independent study courses and regular program courses at the various participating institutions.
5. use of a multi-university staff to conduct courses at Canevin, where credit for the course is given by one university.
6. availability of university personnel to work with curriculum development at Canevin.

Outline of program of pre-service, educational center offerings are presented in Appendix B.

The final stage of the report deals with an evaluation of the program. This report will not attempt to make value judgements regarding the project but rather will attempt to list some issues that can be identified as having some importance to the notion of inter-university cooperation at a site training center.

The issues that can be identified include a "change capability" of the project which has established the following:

1. interdisciplinary committees established at Duquesne. Carlow had established interdisciplinary committee for teacher training previously.
2. an interdisciplinary, inter-institutional committee involving Duquesne and Carlow.
3. a site Staff Developmental Committee including Canevin faculty, Duquesne , Carlow and University of Pittsburgh faculty, parent and community representatives.
4. a site advisory committee that includes parents, students, community representatives, site faculty and training institutions.
5. a "Jointly appointed and supported" program coordinator on site.

Additional effects of the inter-institutional project at Canevin include:

6. variety of in-service possibilities supportive to the site school (See description of in-service programs)
7. physical facilities are available at Canevin for multi-university cooperation
8. on-site course work decreases some faculty commitment for the college and universities (share the load)
9. faculty committed to innovation
10. sharing by Canevin and multi-universities of variety of materials made available by inter-university cooperation
11. developmental supervision model established enabling staff from participating institutions to work with students from institutions other than their own
12. possibility of a Liberal Arts College to work jointly with larger universities or schools of education
13. program has enabled teacher training personnel to become involved in a re-education of the needs and priorities of teacher education for themselves and for their own institutions
14. gathering of information of the educational, social and developmental needs of the schools and communities served by the project.

Advantages to trainees involved in such a program from the point of view of the university include:

1. availability of a variety of personnel engaged in supervision
2. availability of a variety of experiences in a year-long program that deals with personal growth, instructional competencies and personal and professional development
3. provisions of a variety of experiences that will enable the student-teacher to deal with and understand the variety of forces operating in a school setting
4. prepares the student to meet and deal with the problems of a first year teacher
5. opportunity to remain in same program but progress from one collegiate institution to another
6. opportunity to work with peers from various institutions
7. provides a self-development program of teacher training and supervision
8. varied collegiate schedules create some options in the program.

This report has attempted to describe the inter-university cooperation at Canevin High School. The three phases of the program included planning, implementation and evaluation from the collegiate point of view. Many things have been experienced as a result of this cooperative venture into teacher training. Many different issues have been raised. The point of agreement however is that a teacher training model involving multi-institutional cooperation at a site school (Canevin) represents an exciting new dimension in teacher training.

APPENDIX A

THE PROFESSIONAL YEAR TRAINING PROGRAM

I. First Six Weeks

On-campus courses:	Methods and drugs (1/2 day)
On site: 3 weeks	Observation Orientation Program Planning Seminars
Full commitment to off-campus training: 3 weeks	Community orientation Further observation (if needed) Group dynamics and management Individual and/or small group teaching Program Planning Seminars

II. Second Six Weeks

Further individual and/or small group teaching (if needed)

Continuationof group dynamics and management

Special methods

Developmental supervision

Program Planning seminars

Inter-institutional courses

III. Third Six Weeks

Co-teaching and/or full class teaching

Developmental supervision

Planning seminars

Inter-institutional courses

Introduction to elementary schools

School, law, authority, organization

Developmental reading

IV. Fourth Six Weeks

Three weeks

Co-teaching and/or full class teaching

Developmental supervision

Evaluation/staffing (end of January)

Planning seminar

Developmental reading

Three weeks

Full class teaching

Developmental supervision

Inter-institutional courses

Elementary education program of observation and involvement

Planning seminar (monthly)

Remedial reading

V. Fifth Six weeks

Full class teaching

Developmental supervision

Inter-institutional courses

Continuation of elementary school program

Planning seminar

Remedial reading (three weeks)

Exceptional children (Special Educ.)

Intro. to counseling techniques

Evaluation and staffing (Mid-April)

VI. Final ten weeks

Continuation and/or completion of all of the above activities and seminars.

APPENDIX B

DUQUESNE-CARLOW SATELLITE

PRE-SERVICE, IN-SERVICE, EDUCATIONAL CENTER OFFERINGS WHICH WERE AVAILABLE TO PROFESSIONAL YEAR STUDENTS

PRE-SERVICE

Developmental superviosr

Secondary methods

Problems in secondary schools

Video-taping

Program Planning seminars

Plus option of all other listings

INTER-INSTITUTIONAL

DUQUESNE-CARLOW-PITT-CANEVIN

Co-planning and teaching

Curriculum development

Child/Adolescent Development

Behavior

Social Systems

Special Methods

IN-SERVICE-CANEVIN

EDUCATIONAL CENTER
COMMUNITY

COUNSELOR EDUCATION (Seminars)

Intro. to Couns. Techniques

Group Dynamics

Management in the Classroom

Group Counseling

SCHOOL PSYCH. (6 Seminars)

Affective Learning

Humanizing Schools

READING AND LANGUAGE ARTS (Seminars)

Developmental

Remedial

Techniques for Teaching Reading in Secondary Schools

GENERAL EDUCATION (Seminars)

School Law

School Organization

SPECIAL EDUCATION (Seminars)

Understanding Exceptional Child

THE EVOLUTION OF COMMUNITY INVOLVEMENT IN TEACHER TRAINING AT CANEVIN

Ann Harty

At the outset of the teacher training program at Canevin, a Site Committee was formed as the first step toward accomplishing the purpose of the program--to bring about a transformation in the process of educating teachers by promoting direct communication among all persons who influence teacher training. The committee instituted community involvement in the teacher training program by its own composition of representatives from the administration, faculty, students, parents, colleges and university, and neighborhood populations. The committee was then given ultimate responsibility for the total teacher training project, including performance of participants and success of the program as a whole.

The selection of community people for the original Site Committee took place at the October, 1979, Parents' Club meeting. Nominations were made from the floor, ballots were cast, and the four top candidates became committee members. Bill Donley became the at-large Community Representative appointed by the Headmaster.

The first year was spent in acclimating the entire school and community to the idea of having teacher trainees in the building and in the classroom. This process was repeated within the Site Committee itself. Bob Walsh, the second year teacher training coordinator, conducted the meetings which initially found the community members knowing very little about the program and understanding even less about what was expected of them as members of such a committee. The first agenda included an explanation and discussion of the teacher training program at Canevin. Between the first and the second meetings, Bob Walsh introduced and explained the program to the Parents' Club. Questions and reactions of the parents were recorded, ending with this observation:

"Overall, general reaction quite positive." This record became part of the second meeting's agenda, along with "brainstorm innovation." The need to come up with a proposal for the next year's program, should there be one, was also on the agenda. Among the suggestions that came out of the brainstorming session were a few that were community oriented:

--community-planned social studies
--feeder system orientation
--social interaction model - teachers, students, parents
--parental involvement in classes
--adult education program.

As a preliminary to proposal writing, a set of priorities was established. Under the heading "Schoolwide Projects," was the following:

> "Parent-Community Involvement Project: A program to develop systematic procedures for involving parents and community in the planning, learning and evaluating process of Canevin High School, utilizing university personnel to help develop and implement the model."

By November, the group was beginning to look at ways to evaluate the program. In December, evaluation was the main item on the agenda. The major vehicles decided upon for evaluation were enumerated by Bob Walsh in a memorandum at the February meeting. He said:

> "The community had several sources of information available to it in making its decision. The summary of the student and faculty questionnaires . . ., an evaluative statement from the English department. . ., and comments from the heads of the social studies, math and science departments regarding the possibility of establishing a teacher training project in their departments."

It was the task of this first Site Committee, not only to manage the teacher training program in English, but also to evaluate its effectiveness and decide whether or not it should remain and grow the following year. In particular, the community members of the committee felt that the English department should decide the fate of the program, but the English department delivered a split decision, so the questionnaire results became especially important. The results were generally positive. The decision was made to continue the teacher training program and to broaden it to include social studies the following year. In addition, the committee also decided to invite an outside team of educators in to evaluate the effectiveness of the first year's program.

The original community representative, Bill Donley, went on to be the next president of the Parents' Club. He was replaced in the spring by Ann Harty, who became a member of the English teacher training Program Committee, a group which met bi-monthly at the University of Pittsburgh. Sister Luanne Kubish described this group at the first Site Committee meeting:

> "The Program Committee is composed of University of Pittsburgh faculty members from the Counselor Education Department, the Secondary Education Department, the Reading and Language Arts Department, and the English Department, a community representative from Canevin, and Site-Faculty representative from Canevin. The Committee's purpose is to structure the learning experiences of the MAT's and PY's at the University and coordinate the campus program with the site experience. Since the Committee's first meeting in April, the committee has processed applications, conducted interviews, and accepted MAT's and PY's for the program, set up the supervising and advising systems for the students, and planned the on-campus program."

As community representative, Ann sat in on PY and MAT candidate interviews at Pitt and also at Canevin, where written assessments of the candidates were submitted, followed by group interviews. She also took over the chairmanship of the Site Committee from Bob Walsh. At every meeting the group heard from English and social studies core faculties at Pitt, and each of those departments at Canevin. Reports from PY's and MAT's were invited throughout the year.

Parents' Club elections in the fall resulted in filling two parent vacancies on the Site Committee. Two parents remained from the first year. Social studies was now added with its representatives. At this point, policy-making decisions were considered one of the Site Committee's functions, along with finding ways to disseminate more information to parents, and looking into the possibility of obtaining other government programs.

In November, the committee heard a description of the Duquesne-Carlow PPS program and its proposed connection with Canevin and St. James elementary school in the West End. At this time, the "learning Center" idea was discussed along with the investigation of additional programs for Canevin. Two committees were formed: one to investigate new programs, and the other to advertise Canevin in the surrounding areas, perhaps by cable TV.

In December, a suggestion was made to ".....set up a talent resource pool from community people," and to ".....bring in interested parents to work with teachers in the classroom."

In January, the teacher training program was extended to math, science, and business departments. At the same time, a suggestion was presented from the executive board of the Parents' Club that "the Site Committee, through an evaluation and review process, make recommendations to the executive board for presentation to the entire Parents' Club membership." After discussion, the group decided that: "The new function of the Committee would be consultative and evaluative, rather than decision-making, which would continue only in regard to the teacher training program."

Another point made was that innovation was the key to additional funding of programs. So the group's function in overseeing the new approaches in teacher education was considered most important.

In February, the long-range problem of Canevin's existence was a topic for discussion. After two more years the Diocese would cut off financail support on a per-pupil basis, so some long-range planning would be needed. The group then received the first formal, public presentation of the proposal that Canevin become a Cooperative Teacher Education Center School. This was the first major step taken toward long-range planning for Canevin as a Teacher Training Center. Because of the reaction this proposal created, a procedure was adopted in the consideration of this as well as other proposals which might come before the group. It involved obtaining a knowledgeable consultant to explain implications, soliciting opinions and suggestions from the group each member represented, and making a decision either to drop further consideration or to recommend action to the executive board of the Parents' Club.

In March the group considered a proposal to add a new step to the procedure then in use to interview new faculty candidates. After establishing the professional competence of the candidates, the department head would schedule an interview with a team of two students and two parents. The purpose of this interview would be to examine attitudes toward youth and other values which parents and students felt were important in a Canevin teacher. This would give an added dimension to hiring practices--that of the perception of parents and students who, if the school is to be community oriented, should be directly involved. Many objections were raised to this proposal, though all of the students present were in favor of it.

At a second March meeting, the committee heard a report from a faculty meeting where the Headmaster clarified policy as follows:

1. Canevin's first priority is establishing a religious direction.
2. Educationally, it is committed to team-block scheduling and to teacher training.
3. The Site Committee has an evaluative function; it is not a school board, but a group which might be ready when the time comes to fill the need for a board.
4. The proposed teacher interview procedure will be dropped for the present.

At this time, a second proposal was submitted for evaluation: "Alternative Directions for Canevin High School." Of the alternatives outlined, the group found that in light of the Headmaster's statement to the faculty, only the last two alternatives were pertinent:

"Maintenance of the status quo, i.e., keeping the teacher training

> and PPS programs at their present level and continuation of the exploration of the team/block schedule by the entire faculty utilizing present university consultant resources.
>
> Expansion of the teacher education program in the school both in terms of increased in-service involvement of resident faculty with university resources."

The role of the Site Committee was to determine whether the teacher education program should be continued in its present form or expanded. (The question the previous year had been: Should the program continue?) In searching for a way to decide upon changes to be made, the committee asked the department heads, supervisors, administrative staff and random PY's and MAT's to help them by answering the following two questions:

1. Will you identify those areas which you think the Site Committee should evaluate in order to make useful recommendations for improving the teacher training program? (For example, attitudes, supervision, etc.)
2. Will you make any suggestions you can of ways the committee could accumulate such information?

Recommendations were received and acted upon. The following questionnaires were designed and administered:

1. An open-ended questionnaire for supervisors who have the best opportunities for personal assessment, requesting specific, detailed recommendations.
2. An open-ended questionnaire to department heads who should be asked to make recommendations, especially English and social studies. English should assess whether or not last year's suggestions were carried on, are still valid, etc.
3. Requests for recommendations from PY's and MAT's in English and social studies.
4. Requests for assessments and recommendations from cooperating teachers as a group.
5. Request to administration as a group to give recommendations for smoother operation of program.
6. A closed-ended questionnaire for all students, but with an opportunity for comment at the end.
7. Closed-ended questionnaire for non-involved faculty.

8. Send a separate mailing to all parents. Ask what kinds of information they already have and what kinds they would like to have about Canevin, including in the possibilities, the teacher training program and adult education. Include an opportunity for comment, such as a last question: Would you care to comment on any of the areas mentioned above?

The results of these questionnaires were used the next year to design a follow-up to the student and parent questionnaires.

At the last meeting of the year, the committee recommended that its name be changed to match its purpose: to evaluate educational programs and to investigate programs being considered for Canevin. Therefore, the name became Education Evaluation Committee.

This group also agreed to help implement an orientation planned to introduce teachers to the community the next fall. This would be the first step in a series of programs designed by Mary Ann Pobicki, a PY in the English Program, and Ann Harty to help expand teacher knowledge of the communities from which their students come. Finally, in winding up the year, the committee recommended that the makeup of the next year's membership be different and that the chairmanship rotate among the group represented.

By the end of the year, Shirley Arnold had been hired by Canevin as Coordinator of Staff Development Programs, which meant that she would oversee the teacher trainees and all programs, both pre-service and in-service, involving them and other staff.

The third year of the Site Committee, now the Education Evaluation Committee, began with a new chairman from the community, Paul Wilson, a parent member from the preceding year. Paul started out by calling for the group to set some goals, three of which were:

1. Assurance of students' quality education
2. Improved communications among teachers, parents and students.
3. Introduction of new ideas; sounding board function.

With the winding down of the original Pitt and Duquesne-Carlow teacher training programs at Canevin, these goals became particularly important. The group felt that it should reconsider its membership makeup as well as its name, which had proven difficult to use. It appointed a committee to present choices for a new name, and it came up with the following member ship list:

1 from each university represented by teacher trainees at Canevin
4 students from the student curriculum committee; one from each class
4 interested parents, voted upon after self-nomination from the Parents' Club
4 faculty members elected at large
1 department chairman representative
1 teacher trainee (PY) with a full year commitment
the Headmaster
1 guidance representative
1 community representative, appointed by the Headmaster
the Staff development coordinator
Site coordinator
1 Diocesan representative

As Staff Development Coordinator, Shirley Arnold explained to the group the extent of the present program and the way it is operating in math, science, social studies, foreign language, and business and English. There were then 34 trainees in the program.

Several tasks were accomplished in December. A subcommittee was set up to consider revision of the previous year's questionnaires and to decide who should receive them this year. To improve communications between school and community, it was decided that presentations from the academic departments should be made at each Parents' Club meeting. Shirley Arnold submitted a list of possible programs for the committee to consider for Canevin:

1. A program to train qualified day care supervisors
2. Adult education programs
3. High school equivalency degree programs
4. Programs tied into the continuing education center concept ("Cradle to grave education").

Father Julian, Headmaster, reported that sufficient registrations had been received to hold adult education courses in conversational German basic sewing, brush-up in business machines, art, ceramics and enameling, and religion. This would be held in February and March.

In January, the subcommittee to choose a simpler name came up with some choices, and the vote resulted in a new title: Canevin Programs Committee.

The whole problem of communications was discussed at length by the Committee. The effectiveness of department presentations to the Parents' Club and of the Newsletter was considered, as well as how to approach intra-departmental communications. One way to attack the problem would be through outside help. Two public relations people have been contacted and have agreed to make suggestions, both to the public relations committee Shirley Arnold is working with and to the committee. Russ Ulmer of Pitt's math department and of the questionnaire committee reported on that committee's work. It was decided that revised questionnaries would be given to all students by departments. This was to be completed by March 15.

In March the group heard that enrollment for next year's freshman class is diminished. Predictions of drastically rising tuition for next year were cited as the chief cause by the parents present, some of whom have already made the decision to transfer their children to public schools. The public relations committee decided to concentrate on intra-Canevin communications and are taking specific steps towards improving those communications.

At this same meeting, Russ Ulmer noted that the trainees at Canevin had submitted specific objections to the contents of the student questionnaire and to the method of submitting it to student.s Several trainees attended the Programs Committee meeting to register their objections, The questionnaire committee later met to determine how to utilize the information from the questionnaires and made several suggestions:

1. Submit questionnaires bi-annually.
2. Correct misconceptions, perhaps by a statement to the department chairmen and trainees.

In April, Russ reported the major results of the student survey. In general, they showed an increase in acceptance when compared with the previous year's results. As a follow-up, Russ supplied each trainee with a folder containing his evaluation and met with the trainees in small groups and individually to explain the results.

Russ also helped to design and tabulate a final questionnaire to parents. Comparing it with last year's results provided information about the effectiveness of efforts at better communications with the community.

By April also, another member of the Programs Committee, Jack Shaw, was running for president of the Parents' Club. His election provided a valuable link between it and the future Programs Committee.

In May, Peg Mahler distributed copies of the proposal written for a mini-grant from the Catholic Education Association of Pennsylvania for continuation and expansion of the Community Resource Program. At this same meeting, Shirley Arnold proposed that the Programs Committee become responsible for an in-service program for state certification. The group examined the implications this new function would have to the image of the Programs Committee, and considered the requirements involved:

1. Establish an In-Service Council (with a make-up similar to the Programs Committee.
2. Designate a Coordinator
3. Assess on-going needs
4. Commission a program design to meet those needs
5. Arrange for program approval and evaluation and maintain necessary records.

After discussion, the committee voted unanimously to accept the proposal.

Having described the general activities of the Site Committee over a three-year period, during which time it evolved into the Programs Committee, it seems appropriate to go back and pick up the offshoot, community-connected activities that were going on simultaneously as a result of teacher training programs at Canevin. To aid in visualizing the three years, a diagram of Site Committee activities is appended. (Exhibit A)

During the first year, the administration reached out to the parent community chiefly through the Parents' Club meetings and the Newsletter. The previous year's format for parents meetings was altered drastically. Parents were introduced to the teacher training concept at a fall meeting where Bob Walsh explained the training program in the English Department. In attempting to educate the community about this new program, the meetings went much further--they provided duplicate daytime mods so that parents could simulate their child's day and visit teachers, departments and classrooms. The Newsletter also provided abundant information about every program existing at Canevin. The atmosphere became charged with excitement about the learning process. Everyone was encouraged to take part.

Parent representatives on the Site Committee attended several all-day sessions at Pitt to become acquainted with the university perspective of the teacher training program. With the appointment of the second Community Representative in the spring, (1971) a parent became involved on many levels of the program. Involvement with the University English Program Committee meant fall trips to other sites, such as Mars and Penn Trafford, where there were lively discussions of shared experiences. Site Committee minutes were exchanged with Mars, and community involvement at Penn Trafford was discussed at length with the principal.

The opportunity was continually available to hear the problems of the teacher trainees at all the sites, and to help solve them. Questions were asked about the kind of community involvement desired, and in the spring of 1972, the Community Representative and one of the PY's visited St. James elementary school, a PPS training site, to gather information for a proposal to orient student teachers to the geographic areas served by their school. A report of the first tour and orientation for student teacher states that:

> "The purpose was to familiarize the new teachers with the scope and character of the geographical area from which Canevin draws its students and to promote interaction between these teachers and a group of community people knowledgeable about the areas included in the tour."

The experience apparently succeeded in accomplishing this purpose. Reports were positive from everyone involved.

The presence in the building of university supervisory personnel and a Community Representative, combined with the training program objective of community involvement and the desire of the Canevin administration to bring community resource people into the school all resulted in the launching of a Community Resource Program coordinated by Ann Harty and Peg Mahler. This program was very successful in bringing community people, parents as well as others, into the school in roles as resource persons, paraprofessionals, lab aides and project organizers. One such project was an extra-curricular student program to benefit the neighborhood community called Project Recycling Toys. This Community Resource Program also led to an eventual program of "problem airing" sessions between parents community and guidance representatives of the school. A proposal to expand and continue the Community Resource Program was submitted at year's end by Peg Mahler. All of this involvement of community people at the school was a direct result of the original community involvement with the teacher training programs and the original Site Committee.

SUMMARY:

Parent-community involvement increased visibly from the forming of the first Site Committee in September, 1970, to the last meeting of the Canevin Programs Committee in May, 1973. The community involvement grew from a few novice community members to a nucleus of knowledgeable community people, two of whom went on to serve as Parents' Club presidents, bringing to that group a better understanding of how Canevin programs begin, grow and develop. With the growth of the Community Resource Program, the initial few have become a large group bringing a variety of talents into the school setting and providing students with a wide range of models, rather than one limited to teachers and administration. In reality, the evolution of the Site Committee combined with the growth of offshoot, community-based involvement programs have in numerous ways fulfilled the aims of the Canevin teacher training program, which are:

> ...to provide settings where all sectors of education and other--colleges of arts and sciences, teacher education programs, the schools and the community--will work in parity towards the same objectives: producing knowledgeable teachers, firmly grounded in their subjects, with an up-to-date perspective on the nature of the students they will teach and the structure of the communities they will serve.[1]

In many respects these aims have been realized or have begun to be realized through the vehicle of the Site Committee as it has evolved during the life of the teacher training program at Canevin.

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[1] T.T.T., University of Pittsburgh, 1970-71 Academic Year

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EXHIBIT A

DIAGRAMMED EVOLUTION OF THE SITE

	First Year	Second Year
CHAIRMAN:	. TTT Coordinator, Canevin & Sec. Ed.	. Community Representative to English Progr
MEMBERSHIP:	. All areas represented; each academic department represented; community and faculty representatives elected; students from class officers (Appendix 1)	. Social Studies representatives added; 3 n sentatives; 2 additions from Parents Cl student officers (Appendix 2)
AGENDAS:	. Explanation & discussion of TTT (also to Parents Club)	. Each month: 1. English & Soc. Stud. programs commit
	. "Brainstorming"	2. English & Soc. Stud. department repo
	. Planning for next year	3. Different PYs & MATs described their
	. Establishment of priorities	. Expectations for year
	. Evaluation	. Exchange of minutes with other Site Commi
	. Decision as to fate of program	. Visits to other sites
	. Reports from TTT English Programs Committee	. Future of Canevin
	. Reports on recruitment & selection process for following year	. Role of Committee
FUNCTIONS:	. Oversee Teacher Training Program in English	. Same
	. Decide whether or not - to keep program - to expand program to include soc. stud.	. Becomes purely evaluative. Will review n make program recommendations to Executi Parents Club
		. Extension of program to math, science & b
	. Evaluate first year's program	. Evaluate second year's program
	. Recommend changes	. Open-ended co-operating teachers & superv naires contain recommendations
	. Suggest new programs	. Community Resource Program
		. Better communication with community
		. Community tour & orientation for Teacher
TASKS ACCOMPLISHED:	. Proposal for following year - Chairman	
	. Poll of students & faculty (App. 4 & 5)	. 5 questionnaires: faculty, co-operating supervisors, parents & students (App.
		. Report on progress & location of returns
	. Decision to keep and expand program	. Consideration of proposals: 1. that Canevin become a Cooperative T Center School (App. 10) Written rea for Administration 2. to add a new step to process of int tive faculty (App. 16) 3. for alternative directions for Cane (App. 11)
	. Outside evaluation (App. 9)	
	. Recommendations of English Department (App. 8)	. Recommendations of co-operating teachers
	. Presentation to Parents Club	. Department presentations include Teacher description
	. Information in newsletter	. Continued
NAME:	. TTT Site Committee	. Educational Programs Evaluation Committe

EXHIBIT A

139-B

EXHIBIT A

LUTION OF THE SITE COMMITTEE

Second Year	Third Year
e to English Programs Committee	. Community member of Committee
tatives added; 3 new faculty repre- ns from Parents Club elections; new endix 2)	. One representative for department heads; self-nominating process in community and faculty; students from Student Curriculum Committee. Added Coordinator of Staff Development Programs (Appendix 3)
	. Setting goals
d. programs committees reports	. Suggesting new programs
d. department reports	. Improving communications
Ts described their roles	. Considering proposals
	. Reviewing evolution & future role of Committee
h other Site Committees	
	. Same
ve. Will review new proposals and dations to Executive Board of	. Adds "assurance of students' quality education" as a goal
math, science & business	. Foreign languages added
program	. Evaluate third year's program
teachers & supervisors question- endations	. Participation of 4 members in May workshop should result in recommendations to the Committee
ram	. 10 resource people active in school in new program coordinated by TTT personnel
th community	. Continued need; School Publicity Committee formed
ation for Teachers (App. 13)	. Carried out successfully (App. 14)
lty, co-operating teachers & & students (App. 6)	. Revision of last year's student poll by University Supervisor in math (App. 7)
cation of returns (App. 17)	. Repeat, with additions, of last year's parent poll
als: e a Cooperative Teacher Education	. Looked at proposal submitted for funding of an expanded Community Resource Program (App. 12)
. 10) Written reactions collected	. Considered and passed on suggestion that this committee become responsible for an in-service state certification program
to process of interviewing prospec- 16)	
rections for Canevin High School	
perating teachers & supervisors	. Last meeting will consider this diagram & workshop & make recommendations for next year
include Teacher Training Program	. Continued, with addition of small group discussions offered in the spring
	. Continued
luation Committee	. Canevin Programs Committee

THE CANEVIN TEACHER TRAINING PROGRAM: DEPARTMENT CHAIRMEN'S PERSPECTIVE

Fr. Adam Keltos

Beginnings:

In the second semester of 1970, the second year teacher training Coordinator (Robert Walsh) and the English Department Chairman (Fr. Adam Keltos) started the process of identifying the teacher trainees for the Canevin site. After several visits to the University of Pittsburgh for group and individual interviews, the trainee candidates made at least one visit to the site. When all the talking was finished, the Site Coordinator and the department chairman had decided on six MAT's and nine PY's to be in the training model at Canevin with ten resident English faculty. (Only one of the latter was not to be involved in any direct way with teacher training.)

Summer Session 1970:

The six MAT's selected for Canevin were involved in the summer program designed for in-coming Freshmen. Those MAT's who held only liberal arts degrees, and had not received teaching certification in their bachelor's program, became certified by participating in this summer school. Four resident faculty (Sr. Anne McGlinchey, Mrs. Annamarie Cafardi, Sr. Joyce Serratore, Fr. Robert Van der [illegible]elen) and the chairman worked with these trainees along with supervisors and consultants from the University of Pittsburgh during the six-week session. Also involved were six guidance counselor trainees (for individual and group guidance). Resource personnel (e.g., in Reading and Language Arts, Shelly Selmeczy and Con Gildea) were available and often present. Robert Walsh was principal of the summer session. It was during these weeks (starting July 11) that regular weekly meetings were held to plan the general curriculum for the Freshman/Sophomore program to be used in

September, 1970. Trainees, faculty and university were thus involved in curriculum development.

Start of School Year 1970-71:

It was August 31, 1970, when all the resident English faculty met for the first time with all the MAT's and PY's who would be working with each other in the coming nine months. The assignment of trainees to teams and cooperating teachers was done by the second year Coordinator and department chairman with some consultation of regular faculty who had some contact with the MAT's during the summer session.

To get a better understanding of what the scene was like, imagine yourself a sophomore in September, 1970. You had spent your freshman year in Canevin, a Catholic co-institutional school (boys taught by men in one wing and girls taught by women in another) with a rather strict code of rules of behavior and school order. Over the summer, a new administration is established and student teachers are to be used in the English department. Your first few weeks in school are strange: you are in an English class mixed with freshmen and members of the opposite sex; there are two or three teachers in the room, because of a thing called "team teaching"--that is, on Wednesday, Thursday, and Friday, but on Monday and Tuesday you have your regular English teacher only. There are people ("outsiders") coming and going. The "certainties" of your freshman year are replaced by a multitude of uncertainties: What does teacher training mean? (although it was "explained"), who are all those people? what's going on? The resident faculty shares many of your questions. One thing is certain: things have changed!

Up to Mid-Year 1970-71:

By November, 1970, it was decided by the Canevin English Department that the trainees had to be present on site five days per week to insure continuity of instruction and to establish greater credibility that they teachers in the minds of both students and the Canevin faculty at large.

The large number of personnel (9-10) on the Freshmen-Sophomore teaching teams and the overlapping of membership (resident faculty working with three sets of teacher trainees), lack of clear role delineations gave rise to problems that spelled crisis. The resident English faculty felt trainees' responsibility to students was not what it should be in many cases, that trainees seemed to depart from the department's curriculum too readily; that supervision by University of Pittsburgh personnel was lacking or infrequent. There was a strong strain of mistrust of consultants and the entire training program growing among the English faculty and the Canevin faculty at large. Morale problems increased as the English faculty felt overexpended by uncalled for anxiety and emotional stress.

Second Half of 1970-71:

Somehow the crisis was passed, and somehow teaching and teaming continued. Adjustments were made in areas of interpersonal conflicts. One PY was refused the right to be in any English classroom (in May) because of repeated evidence of irresponsibility and non-professionalism.

Evaluation Process:

On the question of whether or not to have the teacher training program return to the English Department for 1971-72, the resident faculty presented its position in a statement to the Site Committee (Feb., 1971). The department was split (4 - yes/4 - no), but two members who were not returning for the 1971-72 school year voted no--making it an affirmative response to the question. Along with a clear explanation of the process of arriving at an affirmative decision for the return of teacher training in the English Department for the next school year, a set of guidelines was issued to preclude some (or all) of the problem areas of resident faculty involvement with the trainees. These guidelines were:

1) English Department's goals and objectives must not be compromised;

2) Not all members of the English Department must be involved;

3) Fewer trainees, more carefully selected (better screening);

4) Trainees on site five days a week for continuity;

5) No co-responsibility to trainees until their competency is demonstrated;

6) Better supervision of trainees by doctoral personnel.

The Site Committee voted in favor of having involvement with teacher education in both the English and social studies Departments during the 1971-72 school year, keeping the dictates of the guidelines above.

Planning for 1971-72:

During April and May of 1971, Sr. Anne McGlinchey was designated as In-Site Coordinator for Canevin and the process to interview trainee candidates was begun again. The selection process was developed to provide more participation by resident faculty in choosing trainees. Each candidate had an individual interview at Canevin with two or three English teachers as well as the In-Site Coordinator and the department chairman. Then there was a group interview with various teachers and community representatives (e.g., Mrs. Ann Harty) to get a view of how candidates interact in a group. The candidates' writing and spelling were sampled by having them write out responses to simple questions like "Why do you want to teach?" and "Why do you want to teach at Canevin?" A more sophisticated interviewing process, it seemed, should yield a better group of trainees. The final decision on trainees was made by the Department Chairman.

The English Department had stated that no one of the resident faculty would be made to work with trainees involuntarily, so the number of trainees for 1971-72 was cut back: four MAT's (2 in English/2 in Reading) and six PY's. There were nine full time and two part time resident English faculty.

Social Studies Department Involvement:

The social studies department Chairman (Sr. Diana Taufer) had been in frequent consultation with the English Department Chairman to learn which pitfalls to avoid in the teacher training program. That department also used the newly developed interviewing process to choose its trainees. The teacher training program had expended to include the PPS program from Duquesne University and Carlow College. Social studies department for 1971-72 would have nine resident faculty, four MAT's (University of Pgh.), five PY's (2 from Duquesne and 2 from Carlow, one from University of Pgh), and two paraprofessionals.

Summer Session 1971:

The summer program for in-coming freshmen this year involved the MAT's in English and those in social studies and some interdisciplinary instruction was done. The two reading MAT's (Mrs. Mary Jane Rosepink and Miss Rae O'Hair) also participated in this program, coordinated by Sr. Anne McGlinchey.

Start of the School Year 1971-72:

The resident English faculty had lost two teachers, but because of the training program, the chairman did not have far to look for replacements. Three former trainees were hired: one MAT - full time (Mrs. Dorothy Monetti); one MAT - part time (Sr. Luanne Kubish), and one PY - full time (John Walsh). Of the nine full time and two part time English resident faculty, four opted not to work directly with trainees this year.

Social studies department had four MAT's working in teaching teams with resident faculty. The two paraprofessionals made it possible to have a single person overseeing the resource center for social studies (Sr. Bernadine Veri) and English (Mrs. Bernadette Donley).

Mid-Year 1971-72:

In January, 1972, the English Department was asked to accommodate the University of Pittsburgh by providing a site for two student teachers in the traditional teacher training model. Dorothy Monetti and Judith Planzer took one each for the winter term ending in April.

Business Education Involvement:

The Business Education Department also took two student teachers from the University of Pittsburgh for the same winter term to work with two cooperating teachers (besides the chairman, Ruth Macy), Jack Burik and Norma Muenz. These student teachers made twenty observations outside the business department and wrote up an analysis of each. (One of these student teachers, Mrs. Alyce Jacoby, has been subsequently hired as full time business faculty for 1972-73.)

Involvement of Mathematics Department, January, 1972:

After meeting with Dr. Fred Bell of the Math Education Department (University of Pittsburgh), Fr. Robert Sochor, the Mathematics department chairman agreed to the following involvement of his department with the traditional student teaching model:

1) Student teachers would work with several (rather than the traditional one) cooperating teachers;
2) Those cooperating teachers, along with a university supervisor, would act as a team of developmental-evaluative supervisors;
3) University supervisors would spend as much time as possible at Canevin (in practice it was three consecutive days out of every ten class days);
4) Each student teacher would work at least one period a day in the remedial program;
5) Student teachers would be involved at Canevin (8:00 a.m. to 3:00 p.m.) for the entire university trimester.

Four prospective student teachers were interviewed at Canevin in December, 1971, and were in the training program at Canevin from January to April, 1972. Four resident math faculty volunteered to work with these student teachers.

Reading and Language Arts 1970-72:

Meanwhile the Reading and Language Arts Department was taking shape. Back when teacher training first came to Canevin in 1970, one preprofessional (M.J. Rosepink) trainee began working at developmental reading with ehlp from University of Pittsburgh personnel (S. Selmeczy) and other resource persons (Con Gildea). The trainee soon became a PY (second semester) and then an MAT (in Reading and Language Arts) during 1971-72. Another MAT (R. O'Hair) was added in this area and the department was on its way.

Teacher Training Scene in 1971-72:

If you had imagined yourself a sophomore at Canevin in 1970-71, you would, of course, have been a junior by 1971-72. The experience you had with all the various changes that occured in your life then have increased, not ceased. Teacher training in English (but less "people from Pitt"); teacher training in social studies; two reading teachers (really MAT's); two student teachers in business education; three in science, two in English, four in mathematics--and consultants from the University of Pittsburgh, Duquesne and Carlow coming and going! You know that Canevin "ain't what it used to be!" Something's happening!

Preparations for 1972-73:

In early March of 1972, the Headmaster of Canevin made it clear that the school was committed to being a teacher-training center. This administrative decision obviated the need to poll the resident faculty concerning their willingness to accept trainees into their departments. Towards the end of the school year department chairmen already involved in teacher training held several meetings with program directors from the universities, Pitt, Duquesne, and Carlow. The purpose of these meetings was to try to establish and articulate certain basic and common policy statements and guidelines for the site's expectations of the trainees and student teachers since they would be coming from various colleges and having commitments for various lengths of time at Canevin (full year, semester, trimester). Involved department chairmen also agreed that a coordinator or a liason person should be hired for Canevin to keep all lines of communication dealing with training programs clear. Mrs. Shirley Arnold was interviewed by these department chairmen and, in fact, was hired for 1972-73 with the title of Coordinator of Staff Development.

In April and May, Sr. Anne McGlinchey, still the In-Site Coordinator, set up the process of interviews for all those departments seeking trainees for 1972-73:

	University of Pgh.	Duquesne	Carlow
English	x	x	x
Reading	x		
Social Studies	x	x	x
Mathematics	x	x	x
Science	x		
Foreign Language		x	x

Summer Session 1972:

The in-coming Freshman program (from mid-June through July) once again involved the MAT's in both English (including Reading) and Social Studies departments.

Extensive Involvement in Teacher Training 1972-73:

The English department had selected four MAT's (Pitt) and five PY's (3 - Pitt, 2 - Duquesne). The entire resident English faculty (eight full time and one part time) were involved directly with these trainees except for one because de facto no trainees chose to work with her.

In the Reading and Language Arts program (still a satellite rather than an autonomous department(, the former MAT (M.J. Rosepink) was hired as full time faculty to continue the development of that program. In

September, 1972, she had one trainee from Pitt for field experience in a Master's program, but after a few weeks the trainee was removed and given an internship elsewhere for the entire year. In January, 1973, another MAT in reading was assigned to Canevin for one trimester, but she came only three times and then disappeared from the program.

In social studies there were five MAT's for a full-year commitment, (three periods a day plus a monitoring assignment); one MAT with a B.A. becoming certified for a full year commitment (two periods a day plus monitoring); one student teacher for a semester (from Duquesne); one Canevin faculty member from the Business Education department became certified in social studies.

The math department also expanded its program of teacher training: three full-year PY's from Duquesne-CArlow, four trimester-student teachers from Pitt (twice during the year), and all resident math faculty became involved with the trainees. (One of the PY's in the English Department wanted double certification in Math and English, so she was allowed to enter the math training program by agreement between the resident department chairmen. She taught two English classes and two math classes and had a monitoring assignment each day.) In preparation for 1973-74, prospective trainees have been identified in April. These persons come to Canevin for two hours per day, three days per week under an independent study program at Pitt.

The Foreign Language Department (ten resident faculty) entered the teacher training scene by taking in four PY's from the Duquesne-Carlow PPS program: one in Spanish; one in latin; two in French. In the second semester, one PY (in German) was admitted into Canevin from Point Park Community College on the traditional student teacher-cooperating teacher model.

The science department also entered the teacher training scene bv taking regular student teachers for trimesters from the University of Pittsburgh, three in the winter term, two in the fall term. (Biology, Chemistry, Earth and Space Science). They were assigned to work four classes per day and did tutoring and monitoring in the Resource Center and labs. Supervision from the University was not provided much at all. Team-teaching was done at times.

The business education department has had only one student teacher (since February, 1973) this school year--but this time from Robert Morris College (cooperating teachers were R. Macy and N. Muenz).

The library has provided an opportunity as a training site for a Taiwanese (Wei-o Lillian Kao) from Duquesne. This trainee's program called for three weeks of service at Canevin and three weeks of service at a junior college. She came back to Canevin for an additional week.

Descriptive Abstracts:

1. The presence of trainees in the various departments has become an accepted fact by the various department chairmen. It is evident that those who have had positive initial experiences with trainees in their departments are well aware of advantages that trainees bring to their departments. But the English department still suffers from the strains and traumas of the first year of the teacher training program.

2. The recommendations of the English department after its first experience did much to decrease the fear-factor, especially the interviewing and selection process, the limitation of numbers of trainees, the full-time commitment wherever possible, etc. The math department's recent innovation of having next year's trainees here at Canevin for orientation gives a possibility of even greater screening of candidates.

3. The presence of trainees in the departments had heightened the awareness of the need for supervision (especially developmental) on the

part of the department chairmen. One result of such awareness was an on-site thirty-hour course in supervision (for credit from the University of Pittsburgh) for department chairmen and interested resident faculty.

4. Presence at Canevin of training programs from various local universities and colleges has made vital contact between the latter and the high school scene. Teachers and departments have become acquainted with, and in some cases developed warm relationships with university personnel. Inter-institutional sharing is growing.

THE STUDENT VIEW OF THE TEACHER TRAINING PROGRAM

Tom Witt

Just as there is no one pattern for the Canevin teacher training program, there is also no typical view of that program coming from the student.

Some students may know a good deal about the program while others know next to nothing, with a large number of students in between. One reason for this is that some students may have several teacher trainees when others have none.

Knowledge of the topic, however, is but one variable in a student view of any program. Other factors play just as important a role. Opinion is a major shaper of view and students pick up opinions on a variety of things in the program.

One of these things is the trainee himself. Different trainees have different levels of intelligence and knowledge of their subject. They also vary as to their ability to present material as well as to get along with and control students. Various trainees will be reflected in the various views of the students.

Co-operating teachers are another variable. Regardless of the student teacher's ability, a part of how they come across to the student depends on what they are allowed to do by the cooperating teacher. It's evident the cooperating teacher also determines students' views when planning the class structure.

Factors totally uninvolved with the teacher training program can also change a student's views of the program. If a student is taking a course which is over his head, he may blame the trainee in the class for his difficulty. By the same token, a student may feel a trainee is great when he is in a course in which he has a lot of natural ability.

The student himself is the most unpredictable variable in forming views. Two students in the same class with the same teachers could easily feel totally different toward the teacher training program simply because of personal tastes.

The end result of these differences is that there is no one student view of the program. Instead there are just as many views as there are students. These views will not even follow a general pattern and you will find quite a few contradictory views.

Listed below are some student quotes to make more clear how student views on the same program can vary. They are good things to keep in mind when considering any generalized "student views."

"I don't like teacher trainees because the class gets out of hand and you just don't learn anything."

an

"My teacher trainee in this class is very good at handling the class."

". . . and several of my grades have gone up because of it (the teacher training program)."

"He does not seem to know too much about the subject."

"Because of her I got a D instead of a B."

"The teacher trainee in this department is very good; I say this because of his massive capabilities in this subject."

THE PROGRAM OUTSIDE THE CLASS

The majority of Canevin students seem to have little knowledge of the teacher training program outside of the class. One reason for this is that the student's only contact with the program comes in the classroom.

The second reason is that most students do not care how the program is run where it does not affect them. The requirements that student teachers must fulfill for the universities are part of another school system and the majority of Canevin students do not care if they know anything about it or not.

The lack of knowledge of the program outside the class can be easily seen. Few students are aware that university supervisors are ever at Canevin and very few could tell you who they are.

The lack of outside knowledge can in some cases cause misconceptions inside the class as well. Students who don't understand the differences between types of student teachers (P.Y.s and M.A.T.s) will often mistake an M.A.T. for a regular teacher.

"I just found out my teacher is a trainee; he sure fooled me."

"I was shocked when my teacher, Mrs. Lawson, told me or the class she was in training."

The reason for this mistake is readily apparent. An M.A.T., or a teacher working for a master's degree, is already a certified teacher. M.A.T.'s classrooms are run like the regular teacher's and this is what causes the mistaken identities.

Whether a student considers M.A.T.s as student teachers or not provides yet another variable in what a student would call his view of the program.

THE PROGRAM IN THE CLASS

There are several possibilities for a student to encounter when he has a class with teacher trainees. Class structure varies not only by teacher differences but also basically in department structure and at various grade levels. While a general class structure can be observed through student eyes several specific examples must also be considered.

The "general structure" is merely a term I will use to talk about a year-long course with teacher trainees who are here all year.

The trainee in the general structure is seen, during the first part of the year, as someone who mostly sits in on the class. The trainee will, at times, teach specific things, teach with the regular teacher or take part of the class for seminar. Which of these is done, as well as how active the trainee is, depends on the resident teacher.

The student will usually see a gradual increase in the activity of the trainee as the year goes on. The trainee and regular teacher will then more or less switch roles, with the trainee doing the majority of of the teaching. The final stage is when the trainee takes over the class by himself, either completely or with the regular teacher dropping in about once a week to observe.

There are other cases where the student sees things a little differently, which can also cause varied views of the teacher training program. One of these cases occurs during semester or quarter courses, another occurs when team-teaching is used, and a third occurs when the trainee is not at Canevin the whole year.

With semester or quarter courses the same process as described for the general structure is followed but the student sees only one part of it. He may have a regular teacher teaching extensively, with the trainee observing. He may also have a trainee with more teaching responsibilities than the regular teacher. In any event, with the quarter courses the student sees only one phase of the program.

If a student's only exposure to the teacher training program is the one phase seen in a quarter course, misconceptions are likely to follow. A student with a fourth quarter English course may get the impression that all trainees teach without any supervision at all. Meanwhile, someone with a first quarter course could easily get the idea that trainees rarely do a thing.

Students who have year-long courses might get a student teacher who is here for only a university semester. Depending on the department, the student may see the same process as a student with a full year teacher, only speeded up. The student could also see the original program at the same pace with the student teacher teaching less material on his own.

Since the university semesters do not coincide with out quarters, these teachers seem to arrive at some odd time in the middle of a quarter. These irregular arrivals and departures seem to add even more confusion to an already hard-to-understand situation.

There is one more notable deviation from the general structure. This occurs when trainees are involved in a team teaching program. Team teaching allows a student to get only a quick view of the trainee or to have him for almost the whole year. The short glimpse comes about when the student has the trainee for one particular book or historical topic.

The short glimpse of the teacher trainee could cause once again many misconceptions about the program. This could take place not only because one phase is seen but also because it is easy to misjudge a person's abilities over a short period of time.

Since the students are involved in the same program, what they see in that program will be generally the same. But the final step formulating student views comes when what is seen is translated into opinion, and here is where most differences occur.

When the students express their opinions on the teacher training program's effectiveness, several things pop up over and over. One of these is shown by some students who feel the program can bring in new methods and ideas.

"Many new ideas and ways of teaching are brought up and put into practice which breaks up the routine type of teaching which can sometimes be dull and ineffective."

Other students are not so sure all the new ideas and methods are good.

"Some of them have strange ideas."

Still other students doubt that new ideas actually are brought in.

"Teacher trainees usually pick up the same teaching methods as the regular teacher. They don't find their own methods."

Another issue that recurs in student opinions is on control of class. Students may feel that student teachers cannot maintain discipline.

"Just by knowing that the trainee is in the class, there's no control."

Other students see the "lack of control" as providing more freedom, thus helping the class.

"They give you a lot of freedom."

"Present material in an informal and relaxed way."

A third major recurring issue seems to be one of money. Some students think that since they are paying so much money to come to this school, they deserve good teachers.

"For the money we're paying to go to this dump we should have certified teachers, not college kids that are just learning too."

But the students who feel that their student teachers are better than regular teachers, would find the student teacher is a bargain.

"They're better than crabby old regular teachers most of the time."

DOCTORAL INTERNSHIP AT CANEVIN HIGH SCHOOL

Sr. Luanne Kubish
Sr. Mary Gregory George

A Cooperative Teacher Education Center School includes many levels of training experiences. One critical level is that of the doctoral-fellow. At Canevin this level of training has been conducted for doctoral students in the University of Pittsburgh teacher training program.

The theoretical model of doctoral level internship at a CTECS is that of a clinical professor internship. The clinical professor is a field-based university faculty member who is responsible for coordinating the campus and the field programs of teacher trainees, acting as a bridge between the university's and the training site's philosophies, purposes and practices. Training for this role will be most effective where internship experiences as well as theoretical models are part of the program. The proposed role of clinical professor interns at a training site includes the following dimensions:

1. member of Center Program Development Management Team
2. member of department Planning Team
3. staff member of training program for consultant and clinical teachers
4. staff member for integrated pre- and in-service programs for the whole school
5. staff member for pre-service program in the center
6. process consultant to teaching team
7. organizer of team supervision within teaching team.[1]

Doctoral students have been involved in training experiences at Canevin for three years. During the school year, 1970-71, there were four doctoral interns at Canevin; two in training for Pittsburgh area schools and two from Greece, N.Y. schools. The role description for these interns was designated as:

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[1] Robert P. Walsh, A Systematic Model for a Cooperative Teacher Education Center School Incorporating An Internship Model for Clinical Professor Interns, unpublished dissertation, University of Pgh., 1971.

1. observer of team processes - works with team leader around perceptions of team operation, charts evolution of team and team members, may introduce input to team to assist team problems.
2. supervisor of MAT's and PY's - introduces and manages supervision model, microteaching and implementation of teaching techniques.
3. consultant - available to English department, to other departments around teaching problems and to site committee.
4. work with faculty coordinator on campus around methods and at Canevin, around in-service for Canevin faculty.
5. work as team member with site coordinator as team leader around teacher training at Canevin, remaining flexible to assist with site management problems.[2]

The students had two field days per week during which they were at Canevin.

During the school year 1971-72, two doctoral interns were trained at Canevin. Both of the interns were in training for Pittsburgh area schools; one was director of curriculum and scheduling at Canevin itself. These interns were at the site three days per week. Their role included:

1. supervision of MAT's and PY's
2. acting as resource person to individual trainees and to teaching teams
3. teaching on-site seminars
4. consulting with site committee
5. consulting with supervisors' committee.

During 1972-73, two doctoral students, one from Ohio schools, the other from Pittsburgh, were engaged in training experiences at Canevin. One student was available to the site one day a week; the other was available two days a week. The doctoral students' role was:

1. supervisor of MAT's and PY's

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[2] Robert P. Walsh, Memo to Canevin faculty, 1970.

2. member of staff development committee
3. team member with Coordinator of Staff Development around supervision and site programs for MATs and PY's.

The doctoral interns trained at Canevin describe their experience favorably. They have noted that in the area of professional growth, their training experience at Canevin contributed to improvement of supervisory and school administration skills, to interaction with others around learning theory, curriculum, teacher training models, supervision and planning. In general, the atmosphere was broadening, receptive, free, and encouraging of professional growth.

This training experience has been transferred in various ways to the interns' present situations. Common to all has been a transfer to teaching teachers in various institutions and programs, e.g., C.C.D., university classes, college classes, in-service programs. One intern has also been able to continue development of administrative skills and has procurred state certification as a principal. Others are involved in planning and implementing teacher training programs.

Doctoral interns trained at Canevin particularly note their freedom to direct their own program as it related to their individual goals and needs. The site experience contributed to a valuable but at times difficult assumption of extensive responsibility for direction, initiation and completion of program components. This freedom provided an opportunity for increased awareness of the individual's abilities.

In return, the interns contributed to team and faculty decisions at the site, mostly in an advisory role to teaching teams, but at times formatively in the supervisors' meetings. Mainly, their expertise in group skills was helpful to the decision-making process. Their support and suggestions were valuable components of the decision interaction.

In general, therefore, doctoral interns trained at Canevin perceive their experience as differing from other models in its freedom, flexibility, individualization and comprehensiveness. The availability of resources (including interaction with many different personnel from different programs and with different expertise) and self-defined competency base encouraged practical application of theory pursued at the university. The experience of continuity in teacher training pre-professional, professional year, MAT and PhD students is also noted as unique.

Suggestions for change in the model relate mostly to enhancing this continuity. The interns value better coordination and communication between personnel at all levels--trainees and university faculty, trainees and site faculty, site faculty and university faculty. This interaction would extend to team supervision of trainees (university--cooperating teacher; university--university; university--trainee) and to regularly scheduled supervision meetings. Although such interaction has been a goal of the model, lack of availability of personnel to common time for development of roles and accountability is a large factor in the suggestion for such coordination for the future.

THE TEACHER TRAINEE AT CANEVIN

Fran Jetcyk

As a P.Y. (Professional Year Student) from Carlow College and an M.A.T. from the University of Pittsburgh, the author has spent two years at Canevin as a teacher trainee. The following is a description and analysis of the teacher training model at Canevin from the trainee's point of view. The study is divided into three areas of consideration:

(1) the atmosphere resulting from five distinct colleges and universities attempting to function in a single training site.

(2) the realm of experience provided for the trainees by Canevin.

(3) the way Canevin differs from other training sites:

    (a) full year training program
    (b) Canevin compared to typical student teaching programs
    (c) the supervision model.

Hopefully, these three aspects will provide a conceptual outline of the program being conducted at Canevin.

Carlow College, Duquesne University, Point Park College, Robert Morris College and the University of Pittsburgh all employ Canevin as a teacher training center: Carlow and Duquesne through P.P.S., the University of Pittsburgh through T.T.T., and Robert Morris and Point Park through a standard student teaching term. Each of these schools, despite their varying objectives and methods, is able to function within a single setting with virtually little or no conflict. This is on both the supervisory and trainee levels. There does not appear to be a "spirit of competition" among the university personnel or the student teachers. Differences of opinion or conflicting methods do not noticeably hinder the teacher training process. Each school's administrative personnel join with the personnel from other schools to share and implement their sundry methods and objectives.

Canevin has created its training model to satisfy the individual needs of the school. However, this does not set absolute limits on the processes and goals of the institutions supplying trainees. This is probably the result of extensive planning and compromising prior to the implementation of the teacher training model. The willingness to compromise coupled with the freedom to satisfy particular needs has resulted in the harmonious relationship between the site administration at Canevin and the contributing colleges.

On the trainee level, somewhat the same atmosphere prevails. Once again, competition is practically non-existent. The trainees function as an integral part of the school; and because of this, there is more of an identity with Canevin than with individual schools. The trainees are seldom separated according to schools, but are usually dealt with as a single representative group. As mentioned previously, the similarity of the varying programs lends itself to this type of relationship.

There have been in the past and usually are now, trainees from as many as three different schools working within a single department. This cross section is valuable in that it makes different educational backgrounds available to a department. Each of the six M.A.T.'s in the social studies department during the 1972-73 school year has received his B.A. or B.S. from a different college. Experiences and ideas are varied and are willingly shared, both intra- and inter-departmentally. This is usually done informally in the faculty lounge, or may be accomplished at a more formal meeting. Though disagreements may arise from differing personalities as to methods and objectives, a spirit of unity and singleness of purpose (the welfare of the students) is always of prime consideration.

The range of experience provided for the trainees by Canevin is the second area to be discussed. Canevin is a Catholic, suburban, coeducational institution. It is regionally located, and therefore draws its students from various geographic areas. The student body is predominately white--approximately 99.7%--and largely middle class. A former Canevin student teacher in math now teaching at Westinghouse High School in the Pittsburgh inner city has remarked that Canevin did not adequately prepare her for the problems she is now confronting at Westinghouse. To a degree, this is a reasonable and understandable complaint. One cannot deny that Canevin, because of its setting and structure, is limited in terms of the experience it can provide. However, this is true of any elementary or secondary school that is being used as a training site. It is safe to generalize and say that there is no single site that can provide actual experience for every difficulty and/or difference in school and student attitude that one may encounter during a teaching career. These potential difficulties and differences are discussed on-site and in off-site seminars at our respective colleges, and a thorough background is given in what one may expect to find in various school systems, e.g., the inner city. Adequate, extensive, and experiential training at any site should enable the trainee to adapt to other learning atmospheres. Someone properly trained at Westinghouse, for instance, should be able to adjust to white, suburban education. Every site has set limitations, but one must take the initiative and go beyond them to broaden one's capabilities and perspective. It is, therefore, the scope and extent of the training that is paramount.

The next three topics will consider the extent of training mentioned above as it operates at CAnevin. First, let's look at the benefits earned by a total year's participation in teacher training.

The teacher trainees, both the P.Y.'a and M.A.T.'s from Carlow, Duquesne and the University of Pittsburgh, participate in the program for a full Canevin year. This means that the schedules of the respective colleges are ignored. A four-week Christmas vacation at Carlow or graduation in April at Pitt does not interfere with or terminate the trainees' role as teachers at Canevin. They are committed to the program for an entire year, five days a week, and usually from five to seven hours a day. Some trainees are responsible for five classes, which is considered a full teaching load, while others may only be responsible for two. This is by choice, not necessity. When the trainee feels that he or she is capable of assuming more responsibility, and his or her cooperating teacher agrees with this, the trainee is allowed to add more classes to the schedule.

On the MAT level, one is initially given three classes. However, during the course of the year, many have, through their own initiative, decided to teach one or more additional classes. Since the M.A.T.'s have their degrees and also either a Level I certificate or an interim certificate, the M.A.T. can alone decide to increase the number of periods he or she wants to teach.

Another major advantage of the year-long program, for the three colleges that benefit from it, is that it allows the trainee to develop at his or her own pace. A feeling of ecstasy or discouragement over one's own teaching experiences is given time to prove itself as a true perception of one's abilities. Many times during the course of the year, ecstasy has turned to discouragement and discouragement has become ecstasy.

Involvement with the students for an entire year is, perhaps, the most valuable experience and reward. One becomes aware of changes in mood due to approaching holidays, spring fever, and winter depression. The level of trust established during this time could not possibly be reached during a nine or ten week period.

A confidence in and an awareness of one's teaching abilities can also grow throughout the year. As the trainee's level of confidence increases, the learning environment in the classroom may change as students' respect for the trainee as an educator continues to grow. The time provided to try original teaching techniques or implement the ideas of others is invaluable as a learning experience for the trainee.

Some of these ideas and most of the encouragement comes from the trainee's supervisor. Each trainee is assigned a supervisor from the pool of university personnel at the outset of the year. The trainee and supervisor work together to develop the potential of each--one as teacher and the other as teacher trainee. The clinical supervision model at Canevin is structured to accomodate the needs of both.

The trainee has the prerogative to invite his or her supervisor in to observe a class on a regular or irregular basis, whichever the case may be. It is not customary for the supervisors to walk into their trainee's classrooms unannounced unless they are asked to do so by the trainee. The supervision can be weekly, bi-weekly, or even monthly, depending on the needs and proficiency of the trainee.

In the author's opinion, there is little apparent difference in the on-site training models of Carlow and the University of Pittsburgh; they are basically equal in scope and depth. In both models, a close relationship may develop between the trainee and the supervisor, and this allows for evaluation of character and personality as well as methods.

Another unique characteristic of Canevin as a training center is that trainees, as mentioned briefly before, are an integral part of the school from the beginning. In most surrounding schools that profess to have comparable programs, the training group and their supervisory staff function as a separate entity, even to the extent of being given a two or three room specified area in which to work. At Canevin, trainees are allowed to voice their opinions and vote on policy-making decisions within the department, something seldom practiced in other schools.

In conclusion, the idea of putting student teachers through a year-long training process is beginning to take root in many colleges, but it is sometimes difficult to find elementary and secondary schools that are willing to serve as sites. They must be willing to accept university interference, and the faculty, students and parents must adjust to the added influx of teachers. This adjustment is particularly difficult, as is evident at Canevin. There is still an enormous amount of faculty opposition on the grounds that the "young" teachers do not set a good example for the students or that they are incompetent. During recent years, college students have succeeded in gaining a rather negative reputation. Unfortunately, people insist on generalizing and placing people into categories. Therefore, most of the opposition that trainees have experienced at Canevin has come from resident faculty.

Also, parents cannot see spending $450. per year to have their child taught by a student teacher. Again, this is a legitimate complaint, but it is not the result of incompetency on the part of the student teacher. Rather, due to lack of sufficient information given to parents, they assume the incompetency must exist by the fact that a teacher cannot be very good if he is still being trained or still in college.

The training model at Canevin incorporates many valuable and progressive ideas concerning present and future education on the secondary level. The advantages of being trained under such a program should be publicized to the extent that it becomes the standard form for teacher training wherever possible and negotiable.

THE PREPROFESSIONAL AT CANEVIN

Mary Jane Rosepink

Among the Preprofessionals there was a common problem of frustration stemming from a lack of communication between the University and teacher training supervisors, and between the supervisors and P.Y.'s. Another source of frustration was a lack of continuity due to frequent changes of advisors. For some there was a lack of supervision over a long period and there was too little time allotted to discussion of common goals and to the exchange of ideas.

The program presented all participants with an opportunity to continue their education--an opportunity without which they would have spent a great deal longer working toward a degree, if indeed they could have afforded to go on at all. For those regularly employed however, it was very difficult to fulfill the responsibilities of a position, attend classes, and teach at the same time.

Going into the program with 68 credits I presented a problem since I was not far enough along to be a PY, but I had enough credits to make it difficult to plan a schedule. Fortunately, after one trimester, I became part of the P.Y. group. When the P.Y. and M.A.T. classes were transferred to Canevin with the university English faculty teaching at the site, the courses had more meaning and continuity. It had been difficult to adapt a schedule to include university classes, on-site classes, and also spend the required time in the classroom. Now the classes became not just more convenient, but more relevant to our classroom experiences and daily needs. However, more supervision and more frequent exchanges of experience with P.Y.'s and M.A.T.'s would have been very helpful.

From the second trimester on, the flexibility of scheduling and sequencing was of the utmost help. It enabled me to finish the last two years and graduate school in two years and two summers. The negative feelings came from the frustration of university red tape. Although in many instances the teacher training program helped to cut or eliminate it, there was often a lack of communication among university teacher training personnel and between them and P.Y.'s. One advisor through at least a whole year--at best throughout the whole program--would have eliminated aggravation on both sides.

For preprofessionals the classroom itself was a source of anxiety and frustration since for many there had been little preparation in the way of content courses and little or nothing in methods courses since these were sometimes concurrent with the teaching--and often the teaching experience even preceded subject area and education courses.

Despite the complications, frustrations, and aggravations, I was and am extremely grateful for the opportunity afforded me by the Canevin teacher training program. Without it I would not have obtained my degrees and would not now be teaching.

THE COORDINATOR OF STAFF DEVELOPMENT

Shirley Arnold

During the 1972-73 school year, the site coordinator's role was a function of two distinct yet overlapping areas of interest. The first was the area in which the coordinator acted as a separate, identifiable staff member responsible for specific tasks; the second the area in which the coordinator acted as a member of a group. Whether or not other faculty and university personnel involved at Canevin identified that role as one associated with Canevin, with the universities, or with both is a moot point. Because the description of the role states that the coordinator is the "liason" between the school and the university but does not clearly define the term "Liason," the role evolved as the year progressed. In informal discussion at the beginning of the fourth quarter of the school year, several Canevin faculty members commented on the evolution of the role as they observed it. They agreed that initially they assumed that the coordinator's responsibility was to pre-service personnel or teacher trainees. At in-service days at the school and in a supervision class co-taught by the coordinator and the principal, they perceived the responsibility of the coordinator to in-service personnel as well. There was no statement made, however, that would connect the coordinator with the university in either role.

The coordinator as a separate, identifiable staff member had a responsibility to four groups of participants: teacher trainees, cooperating teachers, total faculty, and university personnel. The responsibility to the trainees was both direct and indirect. Direct responsibility included orientation of the trainees to the Canevin site, clinical supervision of individual trainees, and staffing, or group evaluation of Pitt teacher trainees.

Orientation

Orientation to the Canevin site was concentrated in a one-day program in late August, 1972. All trainees who would begin at the site when school opened were requested to spend the day at Canevin in order to meet administrative representatives, university personnel, and department chairmen and to become acquainted with each other and with the physical plant.

Supervision

As supervisor of trainees in English, Social Studies, and Foreign Language, the coordinator was directly responsible to those persons for developmental supervision. The clinical supervision model was particularly appropriate in this situation because of the year-long commitment of the trainees to the site.

Staffing

Staffing of trainees occurred at different intervals and with varied results throughout the school year. Three departments who had trainees included staffing as part of the trainee's evaluation. The staffing procedure for English and Social Studies trainees included the trainee in the process; staffing for math trainees did not include the trainee but relied on the trainee's supervisors to relay discussions and conclusions to him. The process in the first case involved a meeting of those teachers with whom the trainee had worked and who had been designated by him as participants, the supervisor of the trainee, the university representative responsible for reports, and any other person(s) the trainee believed should be part of the evaluation.

In the case of the math trainee, only those teachers with whom he worked and the university supervisors were present at staffing. There were no trainees and no additional representatives. This process in math was altered during the last staffing to include trainees who wished to be present. One trainee accepted.

Folders of the trainees, including all evaluation forms, were available to the persons involved in the staffing as well as to the trainees. These forms plus personal perceptions of the participants were the basis for the staffing dialogue. The result was a progress report to the trainee and to the university. In addition to producing written comments the staffing was one factor in determining a grade.

Indirectly, the coordinator facilitated communications among trainees, supervisors, cooperating teachers, and university personnel responsible for records, forms, etc. Further, in cooperation with university personnel the coordinator arranged for seminars on-site at Canevin for trainees, regular faculty, and faculty from area schools and arranged for classes to meet specific needs of trainees: group dynamics, English methods, social studies methods, Shakespeare, poetry, transformational grammar, foreign language methods.

Responsibility to cooperating teachers seemed primarily to be maintenance of channels of communication. In that respect, the coordinator relayed comments of teachers to supervisors concerning potential problems with trainees and contacted the universities to arrange for special meetings as requested by the teachers. Additional tasks required providing evaluation forms and notifying teachers of any extended absences of trainees. The latter task, except in case of illness, involved a written statement from the trainee requesting time and giving a reason for the absence.

Responsibility to the universities was more diverse because of the number and roles of the university personnel involved at Canevin. In the relationship with these participants, the coordinator reported any unusual situations which might require particular attention, completed forms when requested by the universities, arranged for special times and places for seminars, group meetings, or individual conferences.

The responsibilities described were assumed by the coordinator in in the role of Coordinator of Staff Development. The relation between the title and the tasks appears obvious. In the case of the trainees, the orientation and development of pre-service personnel to the status of professional teacher was begun. Situations were created to encourage continued work of in-service personnel and to reinforce their professional growth.

The second aspect of the coordinator's role was characterized by participation in five task-oriented groups, organized independently yet containing common elements:

1. Administrative Council
2. Academic Department Council
3. Staff Development Committee
4. Canevin Programs Committee
5. Public Relations Committee

The elements of the Canevin community represented on the committees included parents, students, faculty, department chairmen, administration, adjunct staff, and university personnel. The shared responsibility may be seen in the following chart:

	Adminis. Council	Academic Dept. Coun.	Staff Dev. Committee	Canevin Programs	Public Relations Committee
Parents			x	x	
Students	x			x	
Faculty	x			x	x
Dept. Ch.	x	x	x	x	x
Adminis.	x	x	x	x	
Adj. Staff	x	x	x	x	x
Univ. Pers.			x	x	

The carry-over is apparent in the model. The coordinator (adjunct staff) is a member of each group; the principal, representing administration, is a member of four of the five groups; department chairmen, five groups, faculty other than department chairmen, three groups; students, two groups; university personnel, two groups; parents, two groups.

It seems justifiable to identify each of the groups as auxillary to the Administrative Staff which is the decision-making body at the school and which is so indicated in the faculty handbook. The Administrative Council is described in the same book as an information and data-gathering body. In order to function optimally in this capacity, all elements of the Canevin community should be represented on the Council. With the exception of trainees, parents, and university personnel, there was representation. Two of the three missing elements, parents and university personnel, are included in one of the groups previously designated which indicates that the information and data-gathering process may be incomplete.

Though they appear to be excluded from information and data-gathering groups, there are special circumstances which give trainees a voice. The coordinator may represent their point of view on any given issue; university supervisors may relay information from trainees, or trainees themselves may choose to be active in any group thus far described with the exception of the Administrative Staff. Even in that situation, however, they may be invited as resource persons by ex-officio members of the staff to "make presentations to the Administrative Staff with prior approval of the Chairman."

Weekly meetings provided opportunities for department chairmen, adjunct staff members, and administration to exchange information and to discuss, react to, and clarify current issues. The Academic Department Council meetings were scheduled each Wednesday for this purpose.

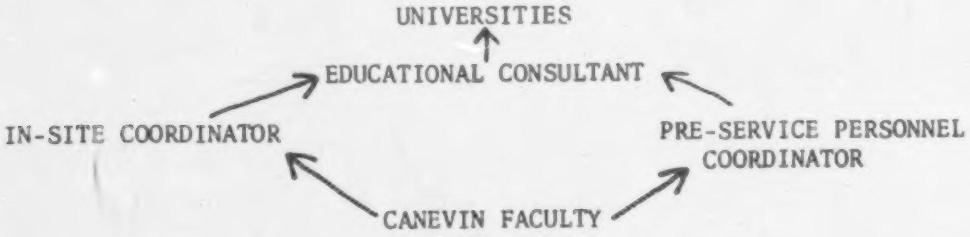
Staff Development Committee meetings, scheduled monthly, were a forum for discussion among Canevin administration, adjunct staff, department chairmen and university personnel. Chaired by the coordinator, the meetings began as panel discussions by university representatives who clarified aspects of team-teaching and answered specific questions about the role of the cooperating teacher. Subsequent meetings revolved on the question of the validity of this particular committee's continuing to function, the direction it should take if the answer to the question were yes, and specific information about those directions. The decision made at the January meeting was to continue the committee and to begin to characterize it as a policy-making group.

Previously called the Site Committee, a decision-making group concerned with the teacher training programs at Canevin, the renamed Canevin Programs Committee was the fourth information and data-gathering body of which the coordinator was a member. No longer a decision-making group, the committee is the body in which parents, students, faculty, department chairmen, administration, adjunct staff and university personnel may exchange information and recommendations and may relay these exchanges directly to the Administrative Staff through the principal who is a member of both groups.

As a member of the incipient Public Relations Committee, the coordinator became aware of communication gaps within Canevin as well as between Canevin and the community it serves. Because the committee members believe that an efficient communication system serves to strengthen relationships, they initiated a campaign to show how it could be done by doing it. Working with the Canevin production "Fiddler on the Roof," Canevin Intercultural Days, Awareness Days and newsworthy activities at Canevin, the committee made a simple beginning.

The site coordinator's role as an individual as well as a group member appears to be properly classed as liason. There are numerous opportunities in the areas of responsibility for cross-communication. Recognition of the potential of the role must yet be realized by the many participants for whom the coordinator might act.

In contrast to the description of the coordinator's role during the 1972-73 school year is the description of the role in the 1971-72 school year. Rather than one person's assuming the responsibilities described, three persons shared those responsibilities in an hierarchical pattern:


UNIVERSITIES
EDUCATIONAL CONSULTANT
IN-SITE COORDINATOR
PRE-SERVICE PERSONNEL COORDINATOR
CANEVIN FACULTY

Referring to the responsibilities indicated in the 1972-73 school year, the on-site coordinator, 1971-72, stated that she was not responsible for staffing for trainees. Further, she did not provide forms for evaluation nor inform in any manner of trainee's extended absences to cooperating teachers. Finally, responsibility to total faculty was not an aspect of her job.

The groups to which she belonged were the Site Committee (presently the Canevin Programs Committee) and the Supervisors Committee which was the core for the present Staff Development Committee.

Theory and Design of a Co-operative Teacher Education Center School (CTECS)

Robert Walsh, Ph.D.

(Dr. Walsh spoke from an outline which follows. A more complete discussion of the CTECS appears in his dissertation, A Systemic Model for a Cooperative Teacher Education Center School Incorporating An Internship Model for Clinical Professor Interns, University of Pittsburgh, 1971. (Ed.))

I. The Problem - attempting to create linkage between a training center

A. Theoretical
1. Problems of a traditional program
a. center view of teacher trainees
b. university view of trainees
2. Center as solution - systemic linkage
3. Problems of centers
a. evolution of functional roles to link systems
b. legitimation of these roles in both systems
c. training of people to fill roles

B. Historical
1. Pitt negotiates to use Canevin as a training site
2. Coordinator of Clinical Experiences is identified
3. Coordinator of Clinical Experiences and Canevin faculty develop initial model in a vacuum
4. Model is implemented and evolution begins

II. The Methodology - based on *Understanding Educational Organizations: A Field Study Approach*, Lutz and Iannoccone

A. Sequential Steps
1. Problem identified
2. Relevant theory identified
3. Loose conceptual model developed
4. Society selected
5. Data collected
6. Test model with data
7. Revised statements emerge
8. New data collected to test revision
9. Verification of model
10. Model used to revise original theory

III. The Model - based on team management

- A. Initial Negotiation Team
  - 1. Participants
    - a. College department chairman
    - b. Director, pre-service Teacher Education
    - c. District superintendent
    - d. Director of curriculum
  - 2. Functions
    - a. Validate exploration of center concept
    - b. Validate concept, composition, and powers of District Program Development and Management Team (DPDMT)
    - c. Designate training schools
    - d. Select Coordinator of Clinical Experiences
    - e. Contract with team of process consultants

- B. District Program Development and Management Team
  - 1. Participants
    - a. District administrator
    - b. District supervisors
    - c. Principals - one per center
    - d. Director of pre-service teacher education
    - e. Professors of education - one per curriculum area
    - f. Coordinator of Clinical Experiences - one per center
  - 2. Functions
    - a. Develop district guidelines
    - b. Validate concept, composition, and powers of Center Program Development and Management Team
    - c. Select Clinical Professors for centers
    - d. Disseminate information on center program
    - e. Recommend district personnel changes
    - f. Coordinate placement of pre-service personnel

- C. Center Program Development and Management Team
  - 1. Participants
    - a. School principal
    - b. Curriculum coordinator
    - c. Department heads - of involved departments
    - d. Coordinator of Clinical Experiences
    - e. Clinical Professors - one per department
    - f. Clinical Professor Interns - two per department
    - g. Curriculum consultant
  - 2. Functions
    - a. Develop guidelines for teacher education in the center
    - b. Coordinate planning of departmental programs
    - c. Plan and operate center-wide programs
    - d. Select consultant and clinical teachers and establish initial role expectations.
    - e. Reevaluate role expectations periodically

D. Departmental Planning Team
  1. Participants
    a. Department head
    b. Consultant teachers
    c. Clinical professor
    d. Clinical Professor Interns
    e. Discipline consultant
  2. Functions
    a. Develop curriculum guidelines
    b. Develop procedural guidelines for teaching teams
    c. Assign regular faculty and trainees to teams
    d. Develop and implement departmental in-service programs

E. Teaching Teams
  1. Participants
    a. Team leader
    b. Consultant teacher
    c. Intern Teachers
    d. Clinical teachers
    e. Associate teachers
  2. Functions
    a. Planning and teaching curricular area
    b. Planning and implementing developmental involvement of trainees
    c. Progressive use of more sophisticated team-teaching models
    d. Orientation and organization of the team for team supervision

F. Clinical Professor Interns' Peer Supervision Team
  1. Participants
    a. Coordinator of Clinical Experiences
    b. Clinical Professors
    c. Clinical Professor Interns
  2. Function - Peer supervision of all functions of the Clinical Professor Interns in the center

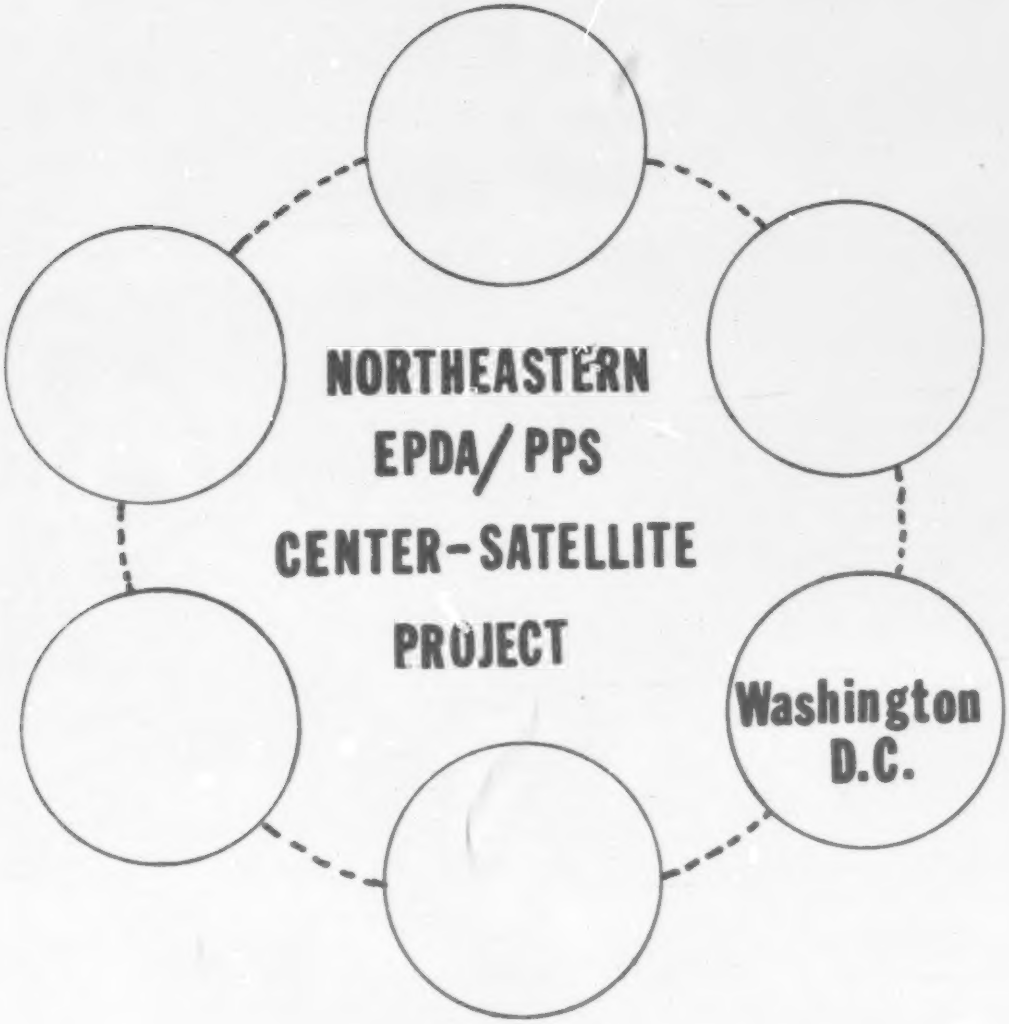
IV. Principles of Organization and Implementation

  A. Establish high level systemic validation of basic goals and critical roles and use this validation in lower level interaction
  B. Use process consultation strategies and methodologies through-out implementation
  C. After establishing initial parameters, allow sufficient time for the experiential evolution of specific role expectations and provide structures for their constant re-evaluation
  D. Have all program decisions made by teams composed of personnel from both systems
  E. Involve those being affected by the decision in the decision-making process

F. Place decision-making responsibility in teams closest to source of relevant information
G. Provide structures for complete and direct communication
H. Establish inter-team articulation by assigning significant personnel to functional roles on two or more teams

UNIVERSITY-SCHOOL RELATIONS

Implementing the Waddy Decree


NORTHEASTERN
EPDA/PPS
CENTER-SATELLITE
PROJECT
Washington
D.C.

June 6-8, 1973

UNIVERSITY-SCHOOL RELATIONS

Implementing the Waddy Decree*

Myrtice R. Tobias and Margaret Labat

Description of Satellite Project Leading to the Work-Conference

The Garnet-Patterson Pupil Personnel Services Satellite Project, in its second year of operation, has continued to emphasize in-service training for its teaching staff, in-school pupil support personnel, administrative staff and itinerant pupil support personnel. Having recognized the need for re-training of school personnel in the direction of a student centered thrust, we have utilized a team approach to meeting the needs of the students of Garnet-Patterson.

We believe that persons affected by decisions made in reference to the project, should have some mechanisms for providing information to the decision makers in order that more effective decisions will be made. To that end two committees have served as channels for information flow. The first of these is a planning committee which was elected by the faculty of the school during the first year of operation and revised for the second year of operation, in a working conference with the faculty. This committee has functioned in the planning and review of project activities.

The second committee is the Pupil Personnel Services Satellite Project

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*A report of a Workshop sponsored by the Garnet-Patterson Satellite of the Northeastern EPDA/PPS Center-Satellite Project, June 6-8, 1973, Washington, D.C.

Advisory Committee. Its school representatives were elected by ballot at an open meeting of the school and its community which was held during the planning of the initial project. Representatives from Howard University, our local institution of higher education, were appointed by Dr. Howard Cameron the IHE Coordinator after consultation with the faculty of The School of Education. Representatives of the Central Administration of the District of Columbia Public School System were appointed by officials interested in and directly affiliated with the Project. The Advisory Committee has offered guidance, assistance and support to the Project staff during its regular monthly meeting and on an "as-needed" basis.

In cooperation with Howard University, Pupil Personnel Services Center IV, and the Garnet-Patterson Junior High School the project staff has made every effort to schedule the kinds of activities which are related to the situational needs of its trainees and to provide some leadership in terms of future directions of the school system.

To that end and in keeping with the objectives, of the NORTH/EASTERN Pupil Personnel Services Center, which emphasizes the importance of sharing ideas and information among its satellites, we planned a site visit, work-conference on University-School Relations. The topic alone suggests an issue of National importance. However, we also delineated our concerns in such a way as to focus on an issue which is crucial to the supportive services efforts in the District of Columbia. Namely, we concentrated on utilizing the resources of university and local school conference participants in discussing, reacting to and building a design as an alternative in-school placement in keeping with the *Waddy Decree.

WASHINGTON PPS CENTER/SATELLITE CONFERENCE

The purpose of this conference is to link the PPS Center and its satellites in a series of sharing sessions relevant to program focuses. It is designed to focus on vital issues and other related concerns that confront project participants in their efforts toward program implementation.

Theme: School-University Relations
Dates: June 6-8, 1973
Place: D.C. Pupil Personnel Services Center IV
1719 Kalarama Road, Northwest
Washington, D.C.

WEDNESDAY, June 6, 1973 Ramada Inn, Esplande Room
8:00 P.M. - 9:30 P.M. - Registration and Social Hour
(Cash Bar)

THURSDAY, June 7, 1973 Center IV
(Provide own transportation)

9:00 A.M. - 9:30 A.M.	REGISTRATION AND COFFEE
9:30 A.M.	GENERAL OPENING SESSION Presiding: Dr. Charles Ruch, Chairman, Department of Counselor Education, University of Pittsburgh Welcome: Mr. Gary Freeman, Assistant Superintendent, Department of Pupil Personnel Services Presenters: Dr. Joseph Durham, Dean, School of Education, Howard University Dr. Dustin Wilson, Representative Office of Education Dr. Wilbur Millard, Assistant Superintendent, D.C. Public Schools
11:00 A.M.	REACTIONS
11:30 A.M. - 1:00 P.M.	BUFFET LUNCHEON
1:00 - 2:30 P.M.	Implications of the Waddy Decree for the Garnet-Patterson Pupil Personnel Services Satellite Project Father Raymond Kemp, Member, Board of Education, Ward I GENERAL DISCUSSION
2:30 - 3:00 P.M.	Coffee
3:00 - 5:30 P.M.	Designing a Plan for an Alternate In-School Placement for Disruptive Students: Utilizing University, School, Community Resources

GROUP I	GROUP II
Designing a Plan	Theoretical Framework

THURSDAY, June 7. 1973 Dinner and Evening on Your Own

FRIDAY, June 8, 1973 Center IV

9:30 A.M. - 11:30 A.M. Finalize the Plan

GROUP I	GROUP II
Designing A Plan	Theoretical Framework

11:30 A.M. - 1:00 P.M. Coordination of the Rationale and the Design

1:00 P.M. - 1:15 P.M. Completion of Reaction Forms

Garnet-Patterson - Trainees

3:00 P.M. Annual Evaluation Session of Garnet-Patterson Pupil Personnel Services Satellite Project John Reavis

EXCERPTS FROM THE WADDY DECREE

Note: Each participant was provided with a copy of Judge Waddy's decree as a pre-workshop reading. The following are excerpts of the Judges' ruling. (ed).

IN THE UNITED STATES DISTRICT COURT

FOR THE DISTRICT OF COLUMBIA

PETER MILLS, et al.,)
)
Plaintiffs,)
) Civil Action
v.)
) No. 1939-71
BOARD OF EDUCATION OF THE)
DISTRICT OF COLUMBIA, et al.,)
Defendants.)
)

MEMORANDUM OPINION, JUDGMENT AND DECREE

This is a civil action brought on behalf of seven children of school age by their next friends in which they seek a declaration of rights and to enjoin the defendants from excluding them from the District of Columbia Public Schools and/or denying them publicly supported education and to compel the defendants to provide them with immediate and adequate education and educational facilities in the public schools or alternative placement at public expense. They also seek additional and ancillary relief to effectuate the primary relief. They allege that although they can profit from an education either in regular classrooms with supportive services or in special classes adopted to their needs, they have been labelled as behavioral problems, mentally retarded, emotionally disturbed or hyperactive, and denied admission to the public schools or excluded therefrom after admission, with no provision for alternative educational placement or periodic review. The action was certified as a class action under Rule 23(b)(1) and (2) of Federal Rules of Civil Procedure by order of the Court dated December 17, 1971.

The defendants are the Board of Education of the District of Columbia and its members, the Superintendent of Schools for the District of Columbia and subordinate school officials, the Commissioner of the District of Columbia and certain subordinate officials and the District of Columbia.

THE PROBLEM

The genesis of this case is found (1) in the failure of the District of Columbia to provide publicly supported education and training to plaintiffs and other "exceptional" children, members of their class, and (2) the excluding, suspending, expelling, reassigning and transferring of "exceptional" children from regular public school classes without affording them due process of law. (pp 1-2).

. . . .

.... it is hereby ORDERED, ADJUGED AND DECREED that summary judgment in favor of plaintiffs and against defendants be, and it is hereby is, granted, and judgment is entered in this action as follows:

1. That no child eligible for a publicly supported education in the District of Columbia public schools shall be excluded from a regular public school assignment by a Rule, policy, or practice of the Board of Education of the District of Columbia or its agents unless such child is provided (a) adequate alternative educational services suited to the child's needs, which may include special education or tuition grants, and (b) a constitutionally adequate prior hearing and periodic review of the child's status, progress, and the adequacy of and educational alternative.

2. The defendants, their officers, agents, servants, employees, and attorneys and all those in active concert or participation with them are hereby enjoined from maintaining, enforcing or otherwise continuing in effect any and all rules, policies and practices which exclude plaintiffs and the members of the class they represent from a regular public school assignment without providing them at public expense (a) adequate and immediate alternative education or tuition grants, consistent with their needs, and (b) a constitutionally adequate prior hearing and periodic review of their status, progress and the adequacy of any educational alternatives: and it is further ORDERED that:

3. The District of Columbia shall provide to each child of school age a free and suitable publicly-supported education regardless of the degree of the child's mental, physical or emotional disability or impairment. Furthermore, defendants shall not exclude any child in the District of Columbia from such publicly-supported education on the basis of a claim of insufficient resources.

4. Defendants shall not suspend a child from the public schools for disciplinary reasons for any period in excess of two days without affording him a hearing pursuant to the provisions of Paragraph 13.f., below, and without providing for his education during the period of any such suspension.

5. Defendants shall provide each identified member of plaintiff class with a publicly-supported education suited to his needs within thirty (30) days of the entry of this order. With regard to children who later come to the attention of any defendant, within twenty (20) days after he becomes known, the evaluation (case study approach) called for in paragraph 9 below shall be completed and within 30 days after completion of the evaluation, placement shall be made so as to provide the child with a publicly supported education suited to his needs. (pages 24-26).

IMPLICATIONS OF THE WADDY DECREE FOR THE GARNET-PATTERSON PUPIL PERSONNEL SERVICE SATELLITE PROJECT

Father Raymond Kemp

The Public Schools of the District of Columbia have been blessed and plagued by two precedent setting court decrees in the last five years. Blessed are we who have received clear direction in equalizing our school's resources (Skelly Wright, 1967,1971) and in providing service to all children regardless of handicap while insuring due process to all children "in trouble" (Waddy Decree, 1972). Plagued are we by the lack of clear, workable measures to implement these decrees and to make the law work for students. You who are involved in the Pupil Personnel Services Workshop can end the plague and break the curse especially as it applies to our implementation of the Waddy Decree. My presentation is designed to raise questions and set you to brainstorming and planning. As a School Board member, I am thankful for the chance to stimulate you professionals and para-professionals in formulating programs and policies.

The Skelly Wright Decree came out in 1967. It has to do with the equalization of per-pupil expenditures across the board and equalization of teacher allotments breaking down patterns of racial selection and experienced teachers in certain schools. Like the Wright Decree, the Waddy Decree definitely set precedents for the rest of the country. It comes out of a history of neglect of Special Education and denial of services to youngsters. It is unique in that it goes into the topic of disciplinary suspensions as well, in a very detailed process,--once a student is suspended for a period beyond two days an elaborate process of hearings, rights to attorney and appeal, and to continuing education are to be invoked. When the hearing officer who is not an employee of the school system renders a decision on suspension, that can be appealed to the board committee and, if necessary, right back into the court.

Just skimming the surface of Waddy, you can see how real revolution was mandated by the courts. But with Waddy as with the equalization decision, the revolution cannot come merely through a succession of orders, imperial edicts or Superintendent circulars. The program to meet the underlying requirements of either court action are, to date, a patchwork of bureaucratic machinations that are designed to take administrators and the "system" off the hook without getting to the root of the problem of how "systems" deal with youngsters.

Six years after Julius Hobson won, we are being promised a plan to meet the equalization order of the Skelly Wright Decree. The judge left openings in the Decree for the system to develop both a philosophy and a program for equalization. When no plan was forthcoming from the professionals, who got criticized? Not the educators, but the judge--for running the schools. Again, that judge was not paid any attention to. He came down on the school system in 1971 when the absence of a program was clear. He ordered equalization of the elementary schools from the regular budget expenditures with either a plus or minus of five per cent differential in every school across the city. We developed an elaborate procedure for counting teachers' salaries, years of service, black and white, and that process got fed into a computer and the computer failed to effect either the letter or the spirit of the equalization order. Teachers got transferred, all kinds of wild things began to happen. The system just did what it was told instead of responding to the problem in a wholistic fashion.

We are faced with something of the same thing with the Waddy Decree and it simply cannot take six years to develop the system's response to this piece of legal right. Unfortunately, this Special Education Decree comes at a time when teachers, principals, parents and Board members are looking for the easy answer. It has to do with the category of kids who are relatively easily branded "trouble-makers." It has to do with controversial areas such as: the role of the police in the schools, the rights of teacher to teach students to learn, serach and seizure, you--drunks in the school--all those kinds of things. Everybody wants to take a pill, a quick and easykind of pill that will readily solve all discipline problems. The easiest pill to take is one that brands twenty per cent of your school population into the "emotionally disturbed" category and corral them into a place where you'll take ex-convicts from the prisons to tell these kids why they shouldn't be doing these things so that they won't end up where these guys are at Lorton or some other federal penitentiary or there is your behavior modification theory where we will hypnotize them all, or let's sedate them all. Much of this is bullshit. I am sure that behavior modification has some kind of place for a few, but I'm not talking about that. I'm talking about a situation like Garnet-Patterson where you've got 550 kids and if somebody doesn't understand the situation they would not tackle the problems in an unprofessional manner. Somebody walks into Cardozo Senior High School where there are supposed to be 1800 students, but probably 1400, and they're making enough noise to sound like 2800, the solution is not "all these kids are problems, every one of them"--that's bunk, I think.

Writing prescriptions for classes of kids is crazy, I think. I think, the beginning was made with Garnet-Patterson in terms of the open communications project. That a beginning has continued in this Pupil Personnel Service project, the fact that perents, teachers, students, custodians, everybody can talk together, everybody knows one another, gives us a base for approaching "problem" youngsters. A kid that has real desperate kinds of emotional or behavior problems becomes known. He becomes, if you will, in the center of the crowd isolated enough to get some kind of attention. What kind of attention do we give him without corralling him? That's where the program begins. Don't think you can deal with it in terms of looking at a school that has 1800 kids in it. You've got to be able to build up a family affair arrangement which has to be the basis for any program that is to meet the needs of the self-destructive child. Garnet-Patterson is unique and lucky, in the sense that there are six hundred students at Garnet-Patterson. We are luck in this immediate area where we've got some older and smaller junior high schools, before we started building for economy and size. We have Hart Junior High School where one-third of the kids are in these temporary demountables and they look just about as three times as bad as being on the loading dock, the place is just caving in. You've got to set up the dynamics of a situation where the amount of adults and the amount of students that you've got have some relationship one to another. If it means breaking the kids up into groups by class or by age with a set group of professionals and para-professionals to be worried about them, let's do it tomorrow. It it means five professionals to every hundred and twenty-five kids, perhaps in that kind of setting the teacher can cope because he or she does not have to feel the responsibility for the whole operation but for this family situation. That's the direction we've got to be going in.

Most of the disruptive children, I think, at least everything I've read on the subject shows that you can make a tie-in between their academic and their social achievement in their disruption and their capacity to really bomb out of a classroom situation. Now, if that is the case and if you have at the same time another group of kids that may be getting A for being quiet, shutting-up, those students who don't have the level of skills that means anything to do with an A, then it seems to me that we ought to be able to reach both those kids in the same kind of situation if we broke the scene up. To repeat, my first element in a program would be the smaller family unit, reorganizing in this area to insure a minimum of five professionals with a maximum of a hundred and twenty-five kids. The hope would be to have a number of neighborhood para-professionals who are with each of the professional people. They should not just be seen as para-professionals but as teachers in training, while performing the vital function of retraining some of our teachers in elementary human relations. If it means beginning with the seventh grade and not even worrying with the eighth or ninth, fine. Take your time and make it work.

Every teacher becomes a counselor. The only way you can deal with this situation is if you approach it. I'm going to ask you to read tonight, if you can find it--I've never seen an extra copy of it and nobody's going to get mine--"The Fort Lincoln New Town Plan," from General Learning Corporation on the Secondary School at Fort Lincoln.[1] General Learning takes credit for it but our D.C. people wrote it all. I think that they are proposing a structure that I am talking about here where the teacher has to be a counselor which means that all you counselling types have got to get to these teachers. We heard yesterday a complaint from a senior in a high school who said, "My counselor deals with papers all day. I come in and she says, 'Get out of here.

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[1] *Available from ERIC Document Reproduction Service, Bethesda, Maryland, ED-047-184 and ED-047-185, (Ed.).*

I've got to get these reports done.' And I think she wants to talk with me but she doesn't seem to be able to because of the typewriter." I don't know if teachers need a lot of training to become counselors. I think you basically need people who like kids and try to understand them. When you get a kid who has a problem and a teacher knows the kid has a problem, he/she should go find someone who knows something about the youngster and get a little advice or a little insight as to why the kid as acting the way he is.

Then the smaller setting ought to provide some social achievement or some recognition for every youngster. The second aspect is academics. What do you do with a kid in the seventh grade that is reading on a second grade level? The last thing you do is test the kid! The first thing you've go to do, in some kind of way, shape or form, is give him something so that he'll become interested in reading. That means get him a teacher that he likes--some adult with whom he can relate, who's got a book in front of him. How do you do this? You all are the educators, I'm supposed to be making policies. In his school setting some of the kinds of guys that are just out of college and didn't get a Ph.D. but only got a bachelors have enought of a background in terms of what this street is all about, what this city is all about, that they can really get to those kids. I think they can be teachers too. I think we have to begin to rate teachers not on how they prepare their materials so much as how they relate to the youngster and get the material off. A good thing about Garnet-Patterson...man for man, woman for woman, in that school kids know and parents know that teachers care. Some of those teachers don't know that much on the material, that they are teaching. But they care enough about the kid and there's no need to pretend in that school. So many D.C. school people play "Let's pretend we are in Montgomery County and everything is beautiful." There is a serious effort at Garnet to meet the student halfway and that setting has got to be created. I think, in a situation that's even smaller than 600, where teachers feel a counseling responsibility and, if you will, we're in loco parentis which is the old, old, old school situation in terms of, I give my kids to the school and you put yourself in place of parents. You've got to start acting like parents instead of acting like frustrated people who can't get some material across. I don't know what frustrates a teacher more than a child not letting the teacher teach. We've got to get to the child so that the teacher can teach. So every teacher accounts for a small unit, every teacher accounts for his/her family.

We don't do a thing in this system on health. We do no screening in the beginning, pre-kindergarten or kindergarten in any systematic fashion. Here again the Department of Human Resources is my enemy this year. They send some old doctor who's got to be seventy to qualify...you come in and get one of these types of examinations--a rusty nail in your ear and up your nose. Health to me is an essential component. From podiatry to how your brain is waving--that whole business has got to be built into your school system. I know a former Garnet student who received a scholarship to a posh private school in this city because of a competetive spirit and brute perseverance. This kid got A's when he kept his mouth shut, in public school. He gets into this private school and his vocabulary was not what it should have been in terms of range for this very demanding private school. There were severe chunks of his math missing, say from the fifth thru the eighth grades. But another little thing that nobody thought to look at until he got into this elite school was his mouth. It was a disaster area. Everything was corroding away. Eleven visits to the dentist corrected it. He had a heart murmur that had never been discovered. He had stomach aches that were relating to some kind of malformed criss-cross in the intestines. And he was the best basketball player they ever produced. A doctor, a dentist, a tutor and a heart man straightened him out, no headaches, no stomach aches. While he still puts the ball in the basket, he's into algebra and he is getting some place.

We don't need public health help. We need health help. If it means Children's Hospital right there in the community, they've got doctors in training who are going to be professional pediatricians and Howard, G.W., and Georgetown and they're all here--a complete physical district--that we ought to put to work for our kids in a systematic fashion. If you're going to ask for some money that's the best thing to ask for money for. You can't teach a kid who has a headache, I mean a real serious one. We have all kinds of cases of hypertension and wonder why kids flip out. This is part of the occupational hazards of living in the ghetto. High blood pressure in kids. We don't take any type of blood pressure and a lot of these factors are influential in behavior. A full medical thing needs to heppen in our schools. We've got a principal in Cleveland very interested in podiatry, nothing else but podiatry. She's got all kinds of problems with her kids in the elementary school just in the feet not thinking about what you do when you go above the ankles. She hasn't gotten beyond the feet yet someone cut off her money to do some work. It's unfortunate.

With all due respect to the Department of Pupil Personnel, I really don't know what a counselor has to do but I have the impression that the Department of Pupil Personnel Services has a responsibility for creating and maintaining a liaison between the school and the home. That maintenance of a relationship between the school and the home is something that can't be carried on by one or two people. IF you're really going to know the kids that you've got in school, you've got to know where they're coming from. You've got to develop a program that daily bridges the gap for the disruptive child between his home and school. You've got to do what I saw a principal do a few days ago as I was going up 18th Street: escorting the kid who's in the midst of an emotional outburst home. I honked my horn to talk to the principal, he grabs the kid with a gentle lock and he's walking him along and I said,"Hi, how are you?" And the kid says, "You like what you see, mother fucker?" And I said, "Yeah." The principal said, "We've had a few problems this year." (laughter) He was going home with the kid to see what the situation was. I found out that the kid was living with a grandmother and a great aunt. If you were ten years old and living with a grandmother and a great aunt and running with the fellows, there's certain difficulty in establishing a home relationship and acquiring self-confidence. But, if you don't know that situation, you don't know what is present in the home, you don't know who to reach, to build up some support around these youngsters--forget it, don't talk to me about behavior modification. Don't talk to me about "give me $20 million for emotionally disturbed children and I'll put each one of them in separate corners of the room with all kinds of machines and gadgets and they will learn at their own pace by listening to a tape and when they don't know what they're doing they push a button and the tape barks back at them and says start over." Don't tell me---that's shit. Give me some people that can get to know the kid. Give me some teachers who want to teach, who want to like the kid. Here you've go the beginning, I think, for a program. What kind of nutrition is the child getting at home? What kind of rest is possible?

We've got a situation a block from here on Willard Street, which is the block that I've been into for sometime trying to get some community organization going--making these renters for thirty years, homeowners but the stuff is mortgaged to the hilt and the end of the housing programs by our President means we will never see any real solid community self-reliance in home ownership terms. But, honest to God, in one house in that block, they sleep in shifts and that situation is not unknown in this part of the city nor in the Southeast nor the Northeast. Certain areas in this city you can find situations where people sleep in shifts, --literally sleep in shifts--time changes at 3 in the morning, 2 in the morning. You ought to know that.

Maybe what a kid needs when he comes to school in the morning, before he needs anything else, is to go to bed. Maybe he could use a good rest, a good place to do homework. Find out that before you ask the teacher to give him some homework, and then find out if the teacher is giving him his homework. This is a pet peeve: very little homework, very little stuff to do after school, very little in the way of things kids do with other kids as part of an assignment by themselves. They're out here in the streets. What they do with themselves could be a type of homework assignment if the teacher has established a good rapport with the child and the home. If you don't challenge him at a level that he can understand, a level where he can begin to make some progress, if you don't use all the resources at your disposal and a few you have not thought of, I think you are making a big mistake.

What does all this require? Continuous staff development. Everybody's got to be talking to one another, if the principal has to be completely out of the office all the time. The principal has got to be the leader, papa, mama, whatever, chief teacher, head huncho of the process that's supposed to be going on. If it means budgeting for business managers or business directors in order to see if this helps the learning environment instead of having the principal take on all of these responsibilities, then get the budget together. Try to put together a pilot, a test, a proposal, that's the first step I would propose. The principal has got to earn the respect of the teachers, the parents, and the students by being the leader. Good principals can move good teachers to deal very effectively with all children including the disruptive.. The ward that I represent out of twenty odd schools there are five or six who've got that kind of confidence. We at central need to do something about it. We've been spending at the Board on the average of 45 minutes with principals that are coming up for permanent tenure in terms of evaluating their records and programs to meet these needs and shaking up a lot of "old school" principals in the process. Much more needs to be done in evaluation of principals and teachers. Continuous staff development where big mama or big papa is running the show, pulling the resources in, pulling the teachers in, pulling the students in, pulling the parents in knows in his or her own head where this program is going. What has to happen to get from here to the liquor store?

We need some clear, enforceable and enforced rules--rules, conduct rules. Rules are things on a piece of paper: 1,2,3,4,5,6,7,8,9,10. You don't smoke in the building, you don't throw furniture at the teacher. Students perhaps, but the teacher, no. Clear rules that have been developed by the students. I would tned to think that the students are going to be harder on themselves, from my experience, than the parents, the teachers, or the administration. It means you need a student vehicle. You need a totally representable, respectable student vehicle and if it ain't respectable then the principal has to appoint all the people on it that he or she knows the kids respect.

If you do all this great democratic process and the little fairies get elected it's up to the principal to say o.k., I have X number of seats and I appoint Mr. Bad, Superfly and all these other people, and put them all together on this project and they can really work it out. The problem is put there in front of the. The bad-ass kids are in there and they have their friends in there and they relate to this kind of business. If someone that is part of this process doesn't seem to be getting along, maybe you all need to go to church and spend several hours in some kind of prayer. I think that kind of approach, as old and as tacky as it is, ought to be tried instead of this panic of throwing the whole thing up and syaing it's all over. We can't do anything with this school because the school board won't let us, the judge won't let us, or what have you. This kind of process has got to go on--student vehicles of expression, work or what have you. You've got to have some after school and evening options. The community school should not be 10 or 11 schools out of the whole 180 schools that we have. It has got to be more than a few we're talking about. Wouldn't it be nice to go to a local school and have a swim? We are talking about survival, we are talking about remaking total communities, we are talking about the school as the only institution left in this society around which you can build anything. You can't build around an institution that has given up on itself.

Develop the program for disruptive youngsters, around the needs of all the youngsters and you will fulfill both the Waddy Decree and you moral obligations as educators. Put your heads together now and get on with it!

SUMMARY SHEET
EPDA/PPS--University of Pittsburgh Conference Program
Washington, D. C. PPS Center-Satellite Conference

Theme: School-University Relations June 6-8, 1973

REACTION REVIEW

Directions: Please check items which indicate your feelings of how the Conference objectives have been accomplished.

Planning

1. Was information received well in advance?
23 Yes 4 No

2. Were working facilities adequate?
22 Yes 3 No (Too Hot)

3. Was enough time allowed to satisfy your professional concerns?
22 Yes 5 No

4. Was enough time allowed to obtain and disseminate your professional concerns in an informal manner?
22 Yes 5 No

General Sessions

1. Did the presenters provide you with relevant information?
24 Yes 0 No

2. Were the reactions from other participants relevant to today's problems affecting your proficiency?
18 Yes 1 No 5 Slightly

3. Could you accept the Waddy Decree as a positive force for change in your school system?
17 Yes 3 No 8 Slightly

4. Could you see your school system with some modifications accepting the Garnet-Patterson PPS satellite program concept?
18 Yes 1 No 2 Slightly

5. Is there a need to design a plan in an alternate in-school placement for disruptive students?
24 Yes 1 No 1 Slightly

6. If there is a need to design a plan for an alternate in-school placement for disruptive students, can this program be isolated?
   a. In designing a plan with university, school and community resources?
   9 Yes 15 No 2 Slightly

   b. In designing a plan including feeder and receiving schools input?
   9 Yes 10 No 5 Slightly

   c. In fiscal funding from other regular and special school support programs or projects?
   12 Yes 9 No 1 Slightly

Group Sessions

1. Which group did you belong?
Thurs. 7 Group I 11 Group II 7 Neither
Friday 8 Group I 13 Group II 1 Neither

2. Were you satisfied with the selection process of group participation?
22 Yes 0 No 2 Slightly

3. Was the group process suitable to providing information relevant to the listed objectives?
17 Yes 1 No 5 Slightly

4. Did most participants in the group at one time or the other provide some input leading to a favorable draft of the design?
23 Yes 3 No 1 Slightly

5. Did the resource coordinators provide you with enough information and leeway to feel free to voice your comments?
24 Yes 0 No 1 Slightly

6. Were the group sessions helpful to you?
19 Yes 5 No 2 Slightly

University/School/Community Relations

1. Is it evident that communications among the three major components must be improved?
25 Yes 0 No 2 Slightly

2. Were the discussions about inclusion of other agency personnel involvement helpful to you?
17 Yes 3 No 5 Slightly

3. Could we say it is evident that planning, implementation and review of the PPS program must include all participating components, the policy makers, and the workers?
27 Yes 0 No 0 Slightly

General Concerns

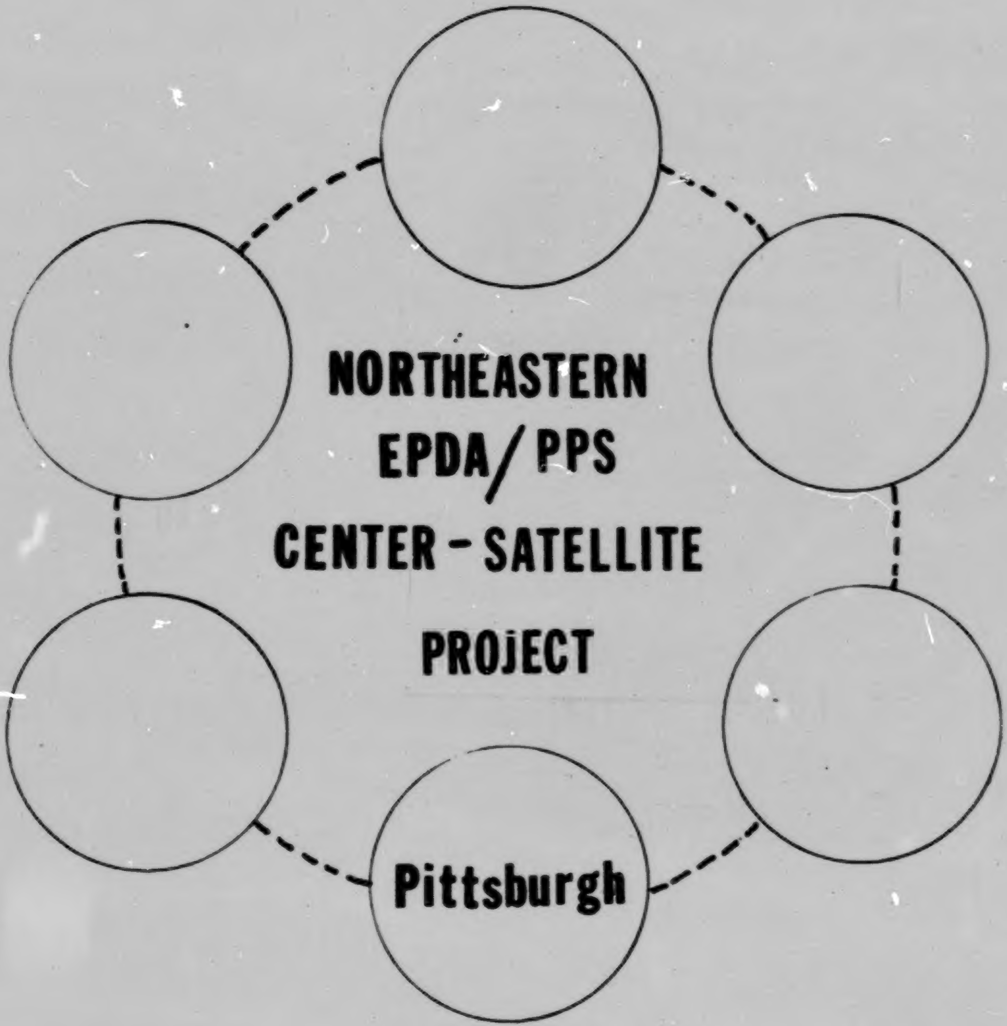
1. Was the conference helpful to you?
25 Yes 0 No 2 Slightly

2. Was the theme, "School-University Relations", relevant?
19 Yes 3 No 4 Slightly

Comments:

Please feel free to list your comments on this side or on the back of this sheet. Thanks for coming and participating.

THE MULTI-CULTURAL COMMUNITY AND THE COUNSELOR


NORTHEASTERN
EPDA/PPS
CENTER-SATELLITE
PROJECT
Pittsburgh

JUNE 27-29, 1973

MULTI-CULTURAL COMMUNITIES AND COUNSELING

INTRODUCTION TO THE WORKSHOP

WADE BAIRD

The theme of the EPDA/PPS Center-Satellite project conference in Pittsburgh (June 27-29, 1973) was "Multi-Cultural Communities and Counseling." This theme was selected for a number of reasons. This topic had been an expressed area of interest and concern from all five participating Satellite Projects, and had not previously been the major issue at any of the other Center-Satellite meetings. Within the Pittsburgh Center there was an availability of resource people with the necessary expertise and experience to serve as speakers, consultants, community representatives and small group facilitators. There was also an availability of on-going training sites within the Center which contained professional staff, community representatives and counselors in training who were addressing themselves to the issues of counseling in multi-cultural communities on a daily basis. It was determined that the participants from these local sites could present their attempts at dealing with the issue of multi-cultural communities in an honest, non-defensive manner that could stimulate strategies for other participants upon return to their home institutions. Co-directors were chosen for this conference because of the magnitude of its theme. Both of the co-directors had an extensive and varied experience within urban educational settings in relation to counseling and guidance functions. It was the responsibility of the co-directors to design, implement and evaluate this conference which included speakers, consultants and participants at the national, regional and local levels.

The Conference was designed internally to encourage as much formal and informal interaction among participants as possible. All out-of-town participants were housed within one hotel. Meals, informal meeting space and formal meeting space were provided within this setting. The total conference was characterized by short input sessions in large groups followed by small group discussions which were focused and directed by group facilitators or encouraged informally. The large group input sessions were scheduled to focus on national and regional levels of involvement initially and concluded with input from the local training sites. The key-note speaker and a group of national consultants were responsible for input relating to national concerns and trends within multi-cultural communities. The satellite representatives were responsible for input relating to regional (Northeastern United States) concerns and trends in multi-cultural communities. The local training site representatives (professional staff, community representatives and counselors in training) were responsible for input relating local (Pittsburgh Area) concerns and trends in multi-cultural communities.

The final session of the conference concerned itself with summarization and evaluation of the conference. Feed-back from the participants was encouraged both verbally and through a questionaire. As this conference was the final EPDA/PPS Center-Satellite Project activity for the 1972-1973 year, the participants were invited to meet with a panel to discuss future activities of the EPDA/PPS project. The panel was composed of a representative of the United States Office of Education, a representative of the Leadership Training Institute and the Pittsburgh EPDA/PPS Center-Satellite project director.

The primary objective of this conference was to gather a group of national, regional and local participants who were interested and concerned about counseling within multi-cultural communities and settings. Once gathered, the specific objectives of the conference and the design of the conference were intended to encourage as much honest and non-defensive sharing of successes and failures within this area as possible. It was not the intent of the conference to present "the way to" approach counseling within multi-cultural communities, but to present "as many ways to" approach this issue as possible within a short period of time. The major goal of the conference was to encourage each individual participant to engage in a process of free exchange around the complexity of counseling within multi-cultural settings. The projected outcome was that the participants would be stimulated and envigorated with new ideas upon return to their home institutions. A secondary, but long range goal, was that participants could formulate a product or plan for approaching the issues of counseling in multi-cultural communities that would be appropriate for their own unique settings upon return to their home institutions.

UNIVERSITY OF PITTSBURGH

EPDA/PPS CENTER CONFERENCE

"The Multi-Cultural Community and the Counselor"

June 27-29, 1973

The Hilton Hotel, Gateway Center, Pittsburgh, Pa.

June 27, Wednesday:

2:30 - 3:30	Registration, Hilton Hotel Mezzanine
3:30 - 5:00 (King's Plaza)	Welcome - Charles P. Ruch, Center Director Overview of Conference & Introduction of Speaker Wilma B. Smith Address: "Multi-Culturalism and the Counselor", Dr. James Kelly, Dean, School of Education University of Pittsburgh; Chairman, National Task Force on Multi-Cultural Education for AACTE
5:00 - 7:30 (Ballroom #4)	Social Hour and Dinner
8:00 - 10:00	Community and Multi-Cultural Exchange from the Satellite Projects (Pittsburgh Satellite Coordinators in charge of groups) Small groups in rooms: Chartiers A&B. Traders, C Black Diamond F, & Brigade G & H

June 28, Thursday:

9:00 - 10:00	Multi-Cultural Issues, Panel of Consultants Margaret Labat, D.C. Satellite Coordinator - Panel Facilitator Joseph Werlinich, PPS Center - Panel Responder Ms. Olga DeLeon - Center of Public Schools and ethnic Studies, University of Texas, Austin, Texas Dr. Vernell A. Lillie - Assistant Professor, Black Studies, University of Pittsburgh Fred Carillo - National Center for Family Planning Service, Denver Regional Office Denver, Colorado Dr. William D. Pierce - Associate Director, Clinical Services, San Francisco, Calif. Dr. Paul Stanton - Dean, School of Education, Lock Haven State College, Lock Haven, Pa.
10:15 - 12:30	Small Groups (Consultants serving as coordinators) Rooms: Chartiers A & B, Traders, C Black Diamond, F Brigade G & H
12:30 - 2:30	LUNCH -- participants on their own
2:30 - 4:30 (King's Plaza)	Overview of Pittsburgh Training Sites - Wade Baird Small Group Sessions on Pittsburgh Training Sites

EVENING ON YOUR OWN

June 29, Friday:

10:00 - 11:30 (King's Plaza)	PPS Perspectives, Panel
	Charles P. Ruch - EPDA/PPS Center Director
	Leon West - Chairman, PPS Leadership Training Institute, Black Affairs Cultural Center, Washington, D.C.
	Dustin Wilson - Coordinator, National EPDA/PPS Program; Branch Chief, Southwest Division, NCIES, U.S. Office of Education, HEW
11:30 (king's Plaza)	Wrap-Up & Evaluation - Brenda Cole

COORDINATORS: Dr. Wilma Smith, PPS/LTI, University of Pittsburgh

Dr. Wade Baird, PPS Center, University of Pgh.

(Wilma Smith and Liz Davidow prepared a representative collection readings and articles related to the Workshop theme. These served as an additional input for participants. Copies available from the Center while supply lasts. (ed.)).

Multi-Culturalism and the Counselor

by Dean James Kelly

Introduction (Dr. Wilma Smith, Conference Co-cordinator and L.T.I. Fellow) Our speaker this afternoon received his education in Student Personnel Services at the University of Pennsylvania at Philadelphia, at Harvard University, Cambridge Massachusettes, received a Master of Arts Degree in Counseling at Marshall University Huntington, West Virginia. In Administration he was the Personnel Dean and Chairman of the Department of Philosophy at West Virginia State College. Also, in the area of Administration he has been the Associate Director for the NDEA National Institute for Advance Study in teaching dis-advantaged youth in Washington, D. C. for the years 1966 through 1968. He was further, Director of the Four States Educational Strategist Project, Office of Education ESEA Title One and Division of Educational Personnel Training, Washington, D.C. and he was the Administrative Associate in the Office of the Dean at the University of Pittsburgh from 1968 through 1970, and the Associate Dean from 1970 till that time that I will now introduce him at a new role. He has also been involved in instruction at Howard University, Florida A&M University in Talahassee, Florida, Stora College Harper's Ferry, West Virginia, West Virginia State College and he was a faculty in residence for the University of Pittsburgh in International Studies Program at the University of London during the summer of 1970-1971, in Russia, Moscow, Leningrad the summer of 1970. He has also been a faculty in residence for International Studies in Education at the University of London. Many of his professional involvements are too numerous to mention I'd just like to mention a few, however. He was a member of the Task Force on the Disadvantaged appointed by Secretary Robert H. Finch for the Department of Health, Education and Welfare, 1969. He was Chairman of the National Commission on multi-cultural education for the American Association of Colleges for Teacher Education, 1970 through 1971. He was also USOE Task Force for Higher Education and Educational Re-newal, 1972, and also involved in USOE Task Force Community Involvement and Educational Re-newal 1972. I'm very proud to introduce him because he is the Dean of our School of Education here at the University of Pittsburgh and I'd like to introduce him to talk to you about the multi-cultural community and the Counselor. May I introduce to you a dear friend and colleague and one that I'm very proud to introduce, Dean James Kelly.

Dean Kelly: After that introduction I can hardly wait to hear what I have to say. I remember a Minister who was invited to speak at a State Penitentiary and he always began what he had to say by saying, "I'm glad to be here and I'm glad to see so many of you here." Although I am glad to be here, what emerges is a general expression of feelings that is sometimes utterly in-appropriate. What I'm about to say this afternoon is an expression of profound conviction on my part. It would be utterly pretentious if I suggested how I feel, and what I think is an integral part of the University of Pittsburgh from the School of Education, but that doesn't keep me from saying what I'm going to say this afternoon as Jim Kelly.

If an American reads anything from the comic strip "Peanuts" to the prolific books and journals of our education and schooling, it is impossible to escape the excoriating criticisms that are being made of education today. These criticisms are not confined,as Barstein suggests, to a tiny band of ultra-progressive critics of education and schooling who assert that schools are factories of failure, that classrooms are cages and teachers are unproductive frauds. Critics are saying that children do not fail schools, schools fail them. The criticisms of which I speak are not generated by or exclusively related to a single racial, ethnic, cultural or socialethnic group. In fact, every constituency has been involved in some way in these criticisms, either as a critic or as a target of criticism. Nor are these criticisms limited to one philosophical or political persuasion. Whether you are talking to individuals from the far left who claim to be disciples of Herbert Marcuse or to the far right really doesn't make a great difference these days; for those on the far left and far right are vigorously involved in articulating their criticisms in American education. I would say that every partner and population in the vast complex educational venture has been critic as will as subject to criticism. It is true of the government; it is true of universities and schools; it is true of community; it is true of students; it is true of parents; it is true of business; it is true of industry. And so today, highly articulate and responsible critics whose names read like "Who's Who in American Education" are pressing for hard and a frank assessment of the total educational enterprise and all that infringes upon it. They are demanding searching assessments with regard to the politics of education, the purposes of education, the pre-suppositions of education, the policies or more often the lack of policies in education, and the proliferation of programs. The concerns are about the personnel, the practices, the processes, the products, and the promises of education, especially as these promises relate to the membership of the democratic society. And so, most of us in education today experience an alarming sense of urgency as we go about the performance of our task. This is no time for casual behavior because the stakes are high and the problems are increasingly complex, the resources are limited and the future is uncertain and ominous. H. G. Wells asserts that "civilization is a race between education and catastrophe". If that is an accurate description of our existential predicament, it is hardly a context in which we can move about our tasks in ways that are comfortable and leisurely. These are exceedingly difficult times in every level whether we are in elementary schools or secondary schools or in colleges or universities.

I started to say higher education, however, I'm not always convinced that it's higher. I heard of a taxi driver in Washington who was moving through Washington rapidly with his fare and he carried the passenger near the Archives Building. On that building were the words, "The past is prologued." The cab driver, working on his own rate, was anxious to drop his fare and get another so he was moving rapidly, so fast that the man didn't get a chance to decipher the words on the building. He said to the cab driver, "Whate does it say there?" Well, the cab driver couldn't get it all together, but he had the sense of it. He said, "I can't say precisely what it says, but it means you ain't seen nothing yet." I would suggest that's probably where we are at this point in time. If we have found the past disconcerting, and if we find the present pregnant with unparalleled challenges, and if we find that the future portends ominousness then we need to be especially sensitive and mindful of our directions if we are in the field of education these days.

Teacher education has come in for a good deal of criticism these days. Even a conservative agency, like the American Association of Colleges for Teacher Education, in a special study commission report on the crisis in education has this to say, "with the creativity of the nations universities and colleges probably at its ebb in history, the teacher training component of these institutions is receiving a fair share of criticism. Severe criticism is being leveled at the content, conduct, and progress of teacher education programs. Various agencies and self appointed groups outside teacher education are claiming they can do a better job of preparing teachers. Government agencies, especially on the Federal Level, are encouraging a miscellany of business and industrial concerns, other private corporations and public and private schools to try their hand at teacher education, even to the point of subsidizing such efforts. The result is a staggering fragmentation of effort and dissipation of resources which have no visible coordination." So says the special study commission report. I would seem, then, that teacher education is being pressed from many quarters "to get it's thing together." I think some of the pressure comes from professional associations. Some pressures have come from common citizens, some pressures have come from the federal government, some even by state departments of education - and these have frequently been regarded as weak systems. Even state-educational agencies, who have seemingly been more comfortable in handling jurisdictional programs, have begun to occasionally move out and suggest something innovated. In addition, some of the pressures have come from teachers in training, and thank God for that. Many of these teachers' concerns have had a significant impact on educational programs in shcools of education. Other pressures have come from communities demanding involvement and relevance, in addition to some coming from students. Teacher education is at a critical point in its history. There is enough knowledge and experience to reform it and to plan a basic program for teacher education for an open society in a time of upheavel; but this knowledge and experience is dissipated in prolonged discussion of issues, doctrines, tenants, leading only to more dialogue. Teacher education is likely to fragment and its pieces drift in all directions.

The authors, Pearls, Burns, and Foster make a significant indictment against teacher education in the opening chapter of Teachers for the Real World. They write, "racial bias and ethnic bias can be found in every as aspect of current teacher preparation programs. The selection processes militate against the poor and the minority. The program content reflects this attitude when prejudices in the methods of instruction coincide with learning styles of the dominant group. Subtle inequalities are reinforced in institutions of higher learning, thus there is a need for scrupulous self appraisal. Unless every aspect of teacher training is carefully reviewed, the changes initiated in teacher education will merely be changes that will make no difference."

While Henry Steele Commeger in a characteristic flight of self congratulation suggests that no other nation ever demanded so much of its schools and education and none other was ever so well served by its schools and its educators, from where I sit, and I'm prepared to acknowledge my limitations, I see very little to support the optimism that comes through in Commeger assessments. Anytime a fellow like Kohl can describe what is happening in Manhattan with 36 children, anytime Kozol in Boston can write about death at an early age, and anytime Hentoff can write as he does about our children and dying, I find little data to support the assessments that we have done such a magnificent job in terms of our schools unless he has some goals for the schools that I don't have. I can't quite see the data to suggest that education is important. In fact, I am reminded of a story of two immigrants who were in conversation at the time of President Wilsons death. They heard the broadcast that the President's condition showed improvement and then came the day when the death of President Wilson was announced. The immigrant said to his friend, "improvement must be a bad thing if you can die from it." Well, I think that our naivety about schools and universities, and how they have functioned in our society, is both alarming and devastating. Anyone who looks at the historical record of how our shcools and universities have functioned in America, knows there is very little to jump up and down about and get excited about. Fantini says that the three R's of the schools today are racism, rejection and retardation." Michael Katz, in The Rising Bureaucracy in Schools, says that since 1855 there has been education in America that has been universal, tax supported, free, compulsory, bureaucratically organized, class biased and racist." Alexis Tocqueville came to the United States and spent time looking at America. He returned to his home and wrote on the democracy in

America in which he says, "In America, education is politics." It certainly is, but it isn't idiosyncratic in terms of America. In any nation, there is an intimate correlation between the political ideology and the nature of the school system. This was one of the points that Coleman developed in his book, Education in a Divided World, which commenting on the close correlation between the political ideology on one hand, and the prevailing notions about schooling found in that nation on the other hand. I was delighted to read a while ago a description of what I called the new Bruner. Bruner says, we must finally appreciate that education is not a neutral matter nor is it isolated subject. It is a deeply political issue in which we guarantee a future for someone and frequently in guarenteeing a future for someone, we deal somebody else out. Anyone who has worked in schools or colleges and universities up south or down south (I don't make a distinction between north and south. I've experienced up south and I know down south. I grew up in New England but that's up south to me). Anyone who has worked in shcools or universities up south or down south is at no loss to determine who has been dealt out. It is obvious that the poor have been dealt out, and have experienced something less than relevant joy and concern in terms of schools and universities. Minorities have been dealt out, whether we're talking about Blacks, Puerto Ricans, Mexicans, Indians, Appalachian Whites. Many children within the city have been dealt out. Many women have been dealt out and there is a growing awareness on the part of women that they have gotten the same treatment from the system as many minority groups. Our history and experience provide abundant data to support this ugly ideology, but education is a political issue and as it comes together it tends to guarentee a future for somebody and frequently in guaranteeing a future for somebody, somebody else is dealt out. I am concerned because the educational systems have always had a great deal to do with eventual social stages of those individuals who pass through them. I think it was Bismark who said of Joliette University students at the end of the 19th century, "1/3 broke down, 1/3 went to the devil and the remaining third went on to govern Europe." Education has a great deal to do with the eventual status of those who pass through them and so we have to be concerned.

Well, if you are looking to the university to support your commitment of multi-cultural education, I am not so sure that you'll find abundant data to support your optimism or your experience. It is clear to me that most universities today are experiencing acute identity problems. "Like those that work within universities, I'm inclined to interperet the university in about seven different ways, says Nicholas Thompson in The Failure of Pluralism. There are seven views of universities. Some perceive it as a YMCA. Some see the university as a seive for sifting and collaring out the young and channeling them into careers in government and industry for the future. Some see the university as a trade school, training individuals for the professions and technical crafts such as medicine, engineering and business. Some see the university as an academic union hall. Some see the university as a consulting firm (and some of us have done fairly well at that.) Some of us see the university as an ivory tower sheltered from economic and political problems of every day life, in order to create thoughtfulness and encourage reflection. And some of us see the universities as liberal institutions, a resevoir of humanitarian impulses against injustices and irrationality toward individual development, creativity, self-expression and freedom. Says Nicholas Thompson, "many who work within the universities tend to see the university as functioning in these seven ways". If I were to add to this list from the perceptions of my own experience, in an attempt to translate the university in terms of persons away from the inner city, I think I might be inclined to talk about the university as a pimp, or the university as a prostitute, or the university as a pusher-pushing something more deadly than heroin, because it efficiently kills and deciphers individuality. It forces individuals to conform and makes persons pay a high price, if they assert their individuality or their ethnicity. I am appalled when I think of the strategies that some universities practice in dealing with many Blacks, many Mexicans, many Chicanos, many Puerto Ricans, many Women, many Appalachian Whites. I am not talking about what I have read, I'm talking about what I have observed and what I have experienced. Let me list for you some of the strategies I have discerned in universities in regard to the treatment of minorities and women. One strategy is, we will exclude them, preferably by those damn test. Another strategy is, we will control them for after all we have the power, we have the resources and we have the personnel, and it won't be a problem in this day of law and order. Another strategy, we will isolate them and put them in some special programs from soft money. This is money that comes out of the university, but which comes in through the entrepreneurship of some professors who were good at hustling. Another strategy, we will program them. We'll let them come in, but we'll program them and make them white middle class. They won't know it, but we are going to have a program of anglo-conformatives, and if that doesn't do it we're going to run that melting pot thing out there and tell them that after all that's the thing in America. We're all going to get into the pot and we're going to melt them in this process. In this burning caldren we're going to turn out the superior. Another strategy, we will deceive them. We will change our rhetoric but make damn sure that we don't change our institutional behavior. Another strategy, we will appease them. We'll give them some teachers and counselors but don't give a damn and who are hustling themselves. We are going to put them in some programs without accountability. We're going to admit them, but we're going to make sure that they don't get the supportive services that would be essential for them to continue to achieve their educational goal. Another strategy, we will co-op them. We will put them in some token positions and on some committees and give them the impression that they are participating in the decision-making processes. We'll even give them some offices near the front of the door to make them highly visible so that when the Affirmative Action Officer comes in from Washington, they'll know that we'er on the case. Another strategy, we will use them where there is money in programs for the dis-advantaged, where the overhead is sometimes as high as 75 or 80%. A prevailing attitude has been let's get the overhead. Let's not worry about what happens parenthetically; lets get the overhead cause after all business is business. Another strategy, we will divide them. We will insist on idealogical unity as a pre-requisite for funding; no funding until they all agree on what it is that they want to do. And in this process of division there is a subtle encouragement of labeling and name calling. So you get Blacks fighting among themselves about who is the blackest, measuring the lengths of their afros and their dashikis suggesting that this is indicative of commitment and concern. You'll get others arguing among themselves as to whether they are spanish-speaking americans or Mexicans or Chicanos. Just pour a little fuel on that flame and let them argue among themselves and then we won't have to worry about giving attention to any of the things that made them mad. Another strategy in dealing with minorities, we will seduce them. We will give them some courses without content, some degrees without marketability. Another strategy, we will confront them--our way or no way. After all we are not about to lower our standards. And worst of all, we will credential them in easy ways and ship them off to their minority community schools and colleges, and let them do their own thing. Remember that it wasn't the Black nor another minority who on The Student as Nigger, for Farber suggested that the system is fooling all of us and that no one can claim exemption from the pernicious behavior that is featured there, apart from the institutional practice. So poor minority students are saying that the curriculum is irrelevant, that the educational processes are de-grading and dehumanizing. Not only do these criticisms come from poor minority students but affluent white students are expressing their resentment as well. The system that is security-oriented suggests that we are money mad, that we are lacking of human compassion. One white affluent student wrote, "I'm tired of sailing my little boat right inside the harbor bar. I want to go out in the deep where the big ones are, and should my small craft prove too slight for the storms that toss the little barges, I'd rather go down in the storm fighting than drown to death on the sheltered shore." And so if what I read is accurate, if what I experience has any validity to it, students are raising some searching questions these days about the nature of their participation in that which will have such a profound impact on their lives. And they are smart, for no longer are they prepared to accept the tokenism involved in insignificant participation in what is called the decision-making process. They're insisting on their involvement in a process that is more significant than the decision making process itself, and that is the determination of who decides who decides. Perhaps we'er the power in determining who decides who decides. The students are questioning the integrity of the system.

They are not only questioning the integrity of the system--that the system doesn't do what it says its supposed to do--they're questioning the legitimacy of the system.

I think that any counselor worth his salt today has to ask, am I a part of the problem or am I a part of the solution? Leo Wolf as executive secretary for the American Advancement of Science served as the chairman of the Commission of Guidance in the American Schools and he says, "the hard truth is that many school counselors have not been trained to give a student much help in finding his way in an increasingly complex world." In spite of what friends suggest, the guidance movement in the schools is a typically American phenomena. He says that no other country in the world devoted so much attention to the child as an individual, and in assisting the child in the decisions that he makes as he or she grows up. I think he is expressing the hope rather than describing the reality. An anthropologist C. Adamson Holdgold speaking at an institute on counseling suggests that there are four values which dominate the american way of life. One is the notion of progress, that beliefs are constantly improvable. The second, the notion of a rational universe where we act as if we control our destiny and the controls are outside of ourselves. The third, the notion of equal opportunity, each should have equal opportunity to exercise special abilities in ways that are personally satisfying and socially useful. And four, looking ahead, we count on change even though we may not be satisfied with it when we get it. These four values, he suggests, spell out the nature of the American dream, though I will hasten to say that if this is the American dream, there are a million people who have been left out. I have seen teachers who have been assured ot this dream and reluctantly but honestly, must say that I have seen some counselors in schools and universities who have been killers of this dream. It isn't unusual to find counselors in an educational system guarding the sanctified stupidities of the past. It isn't unusual to find counselors in shhools and universities who serve as screening agents. I have seen some counselors who maybe did didn't kill the dream but they systematically delayed its fulfillment either consciously or unconsciously. However, the result is the same. Many teachers, counselors and principals have been the reasons for many dreams deferred. Many of the problems that we wrestle with today and will wrestle with in the future will be in large part an outgrowth of how counselors have behaved, how teachers have behaved and how principals have behaved in schools. I'm not giving the universities any exemption from the behavior. Many times we find significant numbers of integral populations forced to live in a world of broken dreams or in a world of deferred dreams. The situation is ominous and pregnant with peril. Langston Hughes puts it, "What happened to a dream defferred? Does it dry up like a raisin in the sun or does it fester like a sore and run? Does it stink like a heavy load or, does it explode." I would suggest if we are counselors, ours is the enormous responsibility to help minority youth find their identity, their potency and their worth in this multi-cultural society. I would not give you the impression that I want to damn all who are in the field of education or in the field of counseling because there have always been some teacher educators and some counselor educators and some counselors committed to change. People who have a sense of themselves, and a sense of the times and are aware that "new occassions teach new duties and time makes ancient good uncouth."

In a world of forced propinquity where we have been thrown together before we took a chance to get acquainted, I see two broad alternatives facing us in terms of educational systems. On the one hand, we can develop an educational system that is exclusionary, that screens people out, that locks them in, denies them live options and upward mobility, that sanctions ways that depresses their lives and dehumanizes, and that produces bigoted patriots. This system identifies differences, translates differences in negative terms. It characterizes persons as bright or dumb, superior or insuperior, middle class or poor, and legitimizes these differences and develops effective control mechanisms as processes to reinforce the differences. This system builds walls between people and invites decisive conflict and catastrophe. We have all seen such systems. Some of us would reluctantly admit to being a part of such a system. Others of us have spent considerable time in attempting to rehabilitate the near casualties of such a system. Others have tried modifying it with varying degrees of success. If you are here today, you heads may be bloodied but unbowed in the search and seizure of this household solution. There is a second alternative as I see it, I see it as exciting and exilarating and exceedingly difficult to structure and implement. It appears to me the only viable alternative for our times. It is a system that gives positive recognition to individual, ethnic, cultural, social, and economic differences and then seeks to build bridges between and among people. The commitment in this system is to multi-cultural education that never forces a person to choose a culture or deny this ethnicity. Other cultures are positively accepted as opportunities for profound enrichment and new vistas for cross cultural understanding. Cultural diversity in this system is advocated, not ignored or tolerated or denied or penalized. We have too few systems with counselors and educational personnel building bridges; we have too many building a wall. In the language of Robert Frost, "something there is that doesn't love a wall."

Before I built a wall, I would ask to know what I was walling in the walling out and to whom was I like to give offense, for something there is that doesn't love a wall that wants it down. I think the walls must come down and I think it will take a heavy commitment to multi-cultural education in order to do that.

Now let me suggest some ideas. One of the problems identified by Sarason in The Preparation of Teachers: The Unstudied Problem in American Education, and it was also identified in Conant's, The Education of American Teachers, was that students teach as they were taught, rather than as they were taught to teach. I think this is a part of our problem for we must become and be what we advocate and value. I don't think we have taken that seriously enough in education. We must become and be what we value. Educators are involved in the common challenge and I would say that challenge would be authenticity--being for real.

About what do we really care. Things. If so, what things? Knowledge, what kinds? Relationships, what kinds of relationships? We haven't spent a great deal of time in our education, giving attention to the nature and quality of those relationships, and I get a sense that this may be, much of what life is really about. I haven't gotten the answer from Alfie, but Alfie isn't the only one who needs to be concerned about "what's it all about." I think if we ever get the answer to what it's all about, a part of the answer will be relationships. Because that's where we are fouled up now in the 20th Century. How shall we relate? I heard a story of a monkey who went into the library and asked the librarian for a copy of the King James Bible and Darwins Origin of Species. The librarian went to the shelves, and being a good librarian she returned with the King James Bible and Darwin's Origin of Species but being a curious librarian she felt obliged to ask the monkey a question.

She said, "why these two books?" The monkey said, "I'm trying to get my relationships straight. I am trying to decide if I am my brothers keeper or if I am my keepers brother". About what do we really care? I am inclined to think that if you really want the index to the stature of a man, if you really want to know a man's true side, ask him what bugs him? What strings him out? What blows his mind? For a man is no bigger than the things that bug him.

Well, how do we as counselors define our character? Do we do it by geography, nationality, ethnicity or race, or religion or social class or educational levels or financial status? What parameter's do we put on our caring? That's what I'm asking. Do we really practice unconditional positive regard. Whatever your answer, and you don't need to give it to me, but what you really value and what you want others to value is much of what education is about.

If you think that education is completely objective, without purposes and ends in view, that's perfect nonsense to me. We may define curriculum in many ways but it frequently adds up to this--what we value and what we want others to value. And curriculum is a particular way of laying something on somebody. While we do it, we better teach valuing so that people will have some clear notions about what is involved in the process of valuing. Well, what we really value, what we really cate about will show inevitably. I don't know any way to hide it. I don't care how smooth you are or how slick you are or how clever you are what you really value will show. Any student can peek. And since that is the case, I would say we had better be for real concerning that about which we really care. And whatever parameters we put on our caring, I think we are obliged to extend those parameters to include everybody. For inextricably we're all tied together and we better believe it in an age of forced propinquity. Oswald McCall says, "be under no illusion, and you will gather unto yourself the images you love, and as you go, the light, the shapes the images the shades of the things you believe will come back to you inevitabley...as bees to the hive and there in your mind and conscience they will leave with you their distilled essence, sweet as honey or bitter as gall, for their nature will be in you..etched in steel will grow the inscribed narrative of your social habits your sense of conscience your response to duty and what you believe about yourself and about your God and about your fellow man. It will all be there. For there is one revelation of you that must be made--that must because men become like that which they love and the name thereof is written on their brow." I believe that, that about which we really care will show.

As counselors it will take more than caring though. It will take competence, and I have a special concern about this as I think of our cities. For the cities are the very last place to put the incompetent in any educational area. That's secretly where they drift, that's where they come together. Edgar Freidenberg in his Requiem for the Urban Schools says "the urban slum schools are run by a lot of awfull people. The worst categories of school personnel are brought together and reinforce each other here; those whom parents of other status children would not tolerate; silly and malicious teachers who would be shriveled with the sophistication with which middle class parents would dismass them as case studies in abnormal psychology; and timid and vulnerable beginners who are assigned to the slum schools because their own professional status is so low that the authorities assume with some risk, that they will not dare criticize them". Kenneth Clark in Dark Ghetto admirable speaks to this concern form another perspective: says, "a key component of the deprivation which afflicts ghetto children is generally that their teachers do not expect them to learn". He is inclined to talk more about teacher deprivation than student deprivation, and if Clark can say this about teachers he can say this about counselors, for there are many counselors who do not expect that all children can learn. I would push for certain specific competencies, and they would be these: I would want a counselor to have competencies in terms of the intra-personal; give me a counselor, to use the black idiom, who is "together" or, is "bad", or to use the language of Carl Rogers is a "congruent person". I want a counselor who has some knowledge of the subject matter and the subject matter structure as well as the knowledge of what makes the subject matter important in our society. I want a counselor who has the ability to get at meanings not get hung up on words. I want a counselor who has the ability to perform specific tasks, executed and understood in the context of a sophisticated body of knowledge. I want a counselor who has the ability to deal and relate with persons as prrsons and not with categories as persons--the ability to deal honestly, effectively and frankly with feelings and not get hung up in the nature of the interaction, while dealing at that level. Few of us have the comptencies to deal with heavy affect when it is communicated, and especially when we get it in a language inappropriate to deal within Sunday School content. I want a counselor who has the ability to negotiate contracts with their students and honor their contracts, come hell or high water. I want a counselor who has the ability to relate in ways that suggest that all children may learn, not just some, not just the bluebirds, or the fast group. I'm talking about the ability to relate to students as advocates rather than adversaries and to live with the consequences of the adversity, because the consequences will come. I want the ability to relate and deal with parents and enlist their support as members of the teacher-learning team--something that is rarely taught in schools of education. There seems to be some thought around that the ability to communicate with parents is God-given, therefore, you don't have to spend any time in schools dealing with it. I'm talking about the ability to help all students make it, in more than one world, one culture and one class. I think this is our enormous commitment and challenge. To relate to students in ways that help them make it in more than one world, in more than one social class, and in more than one cultural group. If we don't do that, in our society, I think the ballgame is over, because no group can live now, as an island. I'm also talking about the ability to relate to others as professionals, and we don't always do that, and if you don't believe that, just listen to the conversation in the teachers' lounge. That's quite a place--that teachers' lounge. One of these days I'm going to write a book on the teachers culture as seen from the teachers' lounge. You know what they talk about in the teachers lounge? (And the conversation is seldom professional, many a kid has been annihilated by what was said in the teachers lounge.) It's where we go, in far too many instances, and discuss the anecdotal records you know. Where we don't know the child well enough to make an assessment but we feel obliged to say something because the principal says you have to say something in every spot. And what we say sometimes haunts that child for the rest of his days, because we don't have sense enough to tear up the records when the records no longer apply.

These are some of the competencies that I see as important if we are talking about multi-cultural education. Let me rush on here--communication. I think we are seldom involved in significant communication. We are so wrapped up in ourselves, so often nurtured in ethnocracy and so often frightened by the prospect of a genuine human encounter. Secretly, we are afraid of involvement--secretly afraid of our feelings, and where our feelings might lead us because our feelings don't always conform to the social norms, parental expectations or the expectations of some professors and administrators. We talk a lot, but seldom communicate. I think this is tragic because society exists in communication. It is essential to our personhood. We have to communicate if we are counselors and sometimes it isn't an easy task. We also often talk a good deal about cooperation but secretly one group is co-ing and the other group is operating, The communications between universities, schools, communities, parents and students getting together in real partnership--are hard to comeby. Frequently the talk about parogy and partnership only pertains to the implementation of strategy. Partnership and parogy are several parts of the initial conception of the correlation of several programs. And my experience has been if you don't have folk there for the conceptualism and planning, you might as well forget it when it comes to the implementation. They are not going to cooperate with somebody elses idea, somebody elses program but they will implement their own if they had been involved.

It's going to take confrontation. I am suggesting that if you're serious about multi-cultural education, counselors are going to become involved in some serious confrontation. You are going to have to take a lot of people on if you are serious about multi-cultural education because it defies the face of history. It defies the face of our traditional practices, because there are some basic assumptions, and programs and practices that emerge from these assumptions and they are vicious. For example, whether we go the route of the anglo conformative or the route of the melting pot we're dealing with specifically the same phenomena, as I see it. And there are four assumptions that are vicious about this notion: one, that persons sharing the same social reality, must be alike to survive.

You know what that is and being polite company, I'm not going to say it; two, that mutual acceptance and mutual respect require agreement that isn't so; three, that political unity necessitates cultural homogenuity, that isn't so; four, that de-culturalization, if possible, is an honorable and functional educational goal. Well, the model of assimilation that is so apparent in school today is based upon the desire to suppress or destroy cultural diversity. And along with this is a vicious offspring known as compensatory education, and when I think of it, I think of what the historians said about the Holy Roman Empire--It wasn't an empire, it wasn't holy and it wasn't Roman. I'm certain that this thing called compensatory education isn't education and I'm darn sure it isn't compensatory. It is off this model of assimilation that we get the model of cultural deficit and somehow there's some kids in our society you have to do something to because they have a lot of deficit.

I am suggesting then that multi-cultural education is not an additive; it isn't something you add to something else. That's the way we have been behaving in many institutions. We add a course and call it that or we add a person, also a specific kind of visibility, and that makes us for real. We add a Black and then the students say that everybody who's Black isn't their brother, which is true. Or we add a Chicano or a Mexican American or Spanish-speaking American or Puerto Rican or Indian or Appalachian White with a certain kind of accent or twang you know. When we add a course or person, it still has nothing to do with the course of multi-cultural education; nor does it mean changing the colors on the pages of a book.

You know there were pressures from certain publishing companies so they took Dick and Jane, and ran a certain thing through there, and Dick and Jane came out black and white and polka dots. It isn't that either. It's rather a pervasive philosophy that is reflected in every aspect of the system in the curriculum. It becomes apparent in terms of our programs, it is obvious in terms of our staffing. It is obvious in terms of our practices. It is obvious in terms of our reward system. If we are really about the business of multi-cultural education, then we approach it with advocacy not with tolerance; and if you do that be prepared to run some risks. That brings me to the end. It's going to take commitment and if you aren't for real about multi-cultural education, I think we might as well fold up our tents now and silently steal away because the costs of implementation are very high. Historically universities have not been about the business of multi-cultural education and anyone who is a counselor,who takes this as a serious educational commitment is in for trouble. You will be accused of corrupting the morals of youth and introducing new divinities into Athens if you are for real about this. But from where I sit,we are dealing with limited options in a world of forced propinquity where science has made the world a neighborhood whether we like it or not. Given the realities of forced propinquity I think we have run out of options and of choices. I think we are obliged to come up with an educational system that is inclusionary and doesn't deal anyone out. Throughout its total system there is evidence that this is not a matter of rhetoric but it is reality and we had better move and be about this business. I take this as my personal and professional commitment and "the woods may be lovely dark and deep, but I have promises to keep and miles to go before I sleep." So there is much work to be done in terms of multi-cultural education in our society and if we do it, I'm convinced that generations unborn will rise up one day and call us blessed.

COMMUNITY AND MULTI - CULTURAL EXCHANGE
FROM THE SATELLITE PROJECTS

Session II of the conference followed a social hour and dinner. This session offered participants an opportunity to respond to the key - note address. In addition, each of the satellite projects presented a description of their programs to the rest of the participants. The program descriptions focused specifically on the efforts of each satellite project regarding multiculturalism. A free exchange among participants was encouraged.

Two outcomes of this session appeared to be most obvious. The first outcome involved a struggle among the participants to operationally define "multi-culturalism" within the context of this particular conference. Although the issue was not resolved, two definitions of multi-culturalism most often occurred. One opinion was that multi-culturalism referred to dealing with different ethnic, racial, religious or other cultural groups, groups within one geographic area. Another opinion was that multi-culturalism referred to dealing with one specific ethnic, racial, religious or other cultural group within a large, complex, multi-cultural society. Even though this issue was not resolved, the discussion pointed to the complexity of the theme.

A second outcome of this session focused on strategies for having an impact on multi-culturalism through counseling. One stated strategy implied that only large scale institutional change is effective toward this end. Another opinion was that the individual commitments and short term goals should be the strategy in multi-cultural settings. Again, this discussion emphasized the diversity of thought among the participants regarding the theme.

SESSION III

Session III was divided into two parts. The first part of the program was a panel discussion which focused on the variety of issues that multiculturalism evokes. The discussion also enabled the participants in the conference to preview the topics that would be pursued in the Small Group Workshops which followed the panel discussion.

Participants in the workshops were randomly assigned , but could also choose the workshop which suited their area of interest.

MULTI-CULTURAL ISSUES: A PANEL OF CONSULTANTS

Consultants

Margaret Labot, Director, Garnet-Patterson Jr. High, Washington, DC
Fred Carillo, National Center for Family Planning Service, Denver Regional Office
Olga DeLeon, Center for Public Schools & Ethnic Studies, University of Texas
Bill Pierce, Associate Director, Clinical Services, San Francisco,CA
Vernell Lillie, Assistant Professor, Black Studies, University of Pittsburgh
Paul Stanton, Dean, School of Education, Lock Haven College, Lock Haven, PA

Margaret Labot

In October of 1970, October 19, and 20 to be specific, the members of the **Leadership** Training Institute for the TTT Project (the Trainers of Teacher Trainers Program) had a meeting and decided they wanted to sponsor a conference that in and of itself was relatively unique. The cost for that conference was expected to be a little high so it was necessary at that time to get two of the cluster groups from TTT to join in with them. Therefore, the Northeast Cluster and the Midwest Cluster agreed to co-sponsor with the LTI a conference which turned out to be a rather unique one. It did indeed have to do with the whole business of education and teacher education for cultural pluralism. The planning process for that activity was relatively unique in that the Conference Planning Committee had the feeling that several things ought to happen:

1) that some action ought to result after the conference, something ought to happen - something ought to take place after the initial activity itself;

2) there ought to be representatives of the various constituents in terms of parity: the university, the community, and the local schools, so there was representation from all of those groups in the overall planning;

3) the members of that conference would represent various ethnic groups;

I suspect that the planning committee was successful in implementing all three of their objectives. For what resulted, I want to recommend a book to you called, Cultural Pluralism in Education a Mandate for Change, the authors are Stent, Hazard and Rivlin. At the time of the conference, a discussion came up about whether or not we, as individuals, would be able to deal with one word and that word is "different". "Different" meaning just that - no value judgement at all - no one better than or worse than another, but the ability of human beings to totally identify with their own cultures and accept the cultures of others. It seems to be that the background is a very fitting lead into today's conference.

The panel discussion, itself, will be addressed to issues relating to multi-cultural education, the community, the counselor. I say it's a fitting lead in because one of the mistakes that was made at the conference - one which has been avoided here- was to try to get representation of the various ethnic groups. It didn't work out that way so somebody got overlooked. Today, then our panel is dealing with multi-cultural issues - - not having panel members represent all cultures but simply from the standpoint of taking a look at more than one. "Multi", according to Dr. Smith, meaning many cultures not in any sense attempting to cover all the various cultures or the various ethnic groups and so we have a distinguished group to speak with you today and I would like to present the panel members before we get involved in the discussion:

1) Fred Carillo, the National Center for Family Planning Services at the Denver Regional Office
2) Olga DeLeon, University of Texas, Austin Texas
3) Bill Pierce, San Francisco, the West Side Community Health Center
4) Vernell Lillie, University of Pittsburgh
5) Paul Stanton, Lock Haven State College, Lock Haven, Pa.

The order for the panel presentation in order to get some diversity in terms of our cultures and in terms of our sexes will be that Olga is going to begin the presentation after which we're going to hear from Fred and then we'll start with Bill and from there Vernell and then Paul. They will raise for you some of the issues relating to multi-cultural approaches.

Olga DeLeon

In my group what we will be talking about is cultural differences through language. We will discuss the misunderstandings that arise because of bilingualism instead of the education we're supposed to be educating. Because of this bilingualism we come up with the misunderstandings even though this country is a multi-cultural society with different attitudes, different languages, etc. In the educational system we tend to go monolingual, mono-cultural and therefore, many of the students that are bilingual, like I have been all my life, many times do not participate because we are involved in two worlds. A bilingual program would be bi-cultural and this has to do with the history and the cultural aspect of the person instead of just being bilingual which many people think is just a matter of translation, a matter of knowing 2 languages.

Then we go into the Spanish, talking about my background, and we say many times, the teachers will say "What Spanish do you speak?"; and we go into the Castillian, the procedures of Spanish, the good Spanish, the bad Spanish and we start talking about bad Spanish, "porcho", "petmi", the image of the student goes down. Because in essence you're really telling the student that the language that he speaks is really no good. For some reason the word "Castillian" has misled many, many people because when we use it in Spanish, "El Castelliano", if you go to a country where they speak spanish, where we say "Es habla est Castellano"?, what we're saying is "Do you speak Spanish?" That's all it means. However, in many instances in the classroom, the Spanish class, they tend to think that Castillian is the good Spanish because it comes from Spain and Castillian - Spanish is only a dialect in Spain. The people from the Center have the same problem., in Spain as we have here, especially in Texas. And one of the most important things in my way of thinking is that if we think of cultural diversity as being valued, as being something good instead of being suspected and feared all the time, this leads to the positive self-concept, the dignity and the pride of the bilingual person in the two worlds that he is many times forced to live, many times choose to live. I will also be talking about how the counselor can help the teachers come up with good programs to help the self-image of the student. The Center that I work with has Chicano curriculum concept workshops and what we do is go to the public school teachers and we ask them to come up with units or lesson plans or concepts that they have always had in their minds but for some reason or another this curriculum or books or whatever have been written by Anglos. Believe it or not we can do this, but that's it. We have many, many Spanish speaking Chicano teachers that could be very very good in curriculum development. I have two units that perhaps I will be able to have time to discuss in my presentation. One is the Ranching Industry. We can talk about many, many things in here and we go into the many words that we have in the English language that were derived from the Spanish-Mexican cowboy. And we have the other one, Mexican-American War. I am from Texas, from the Border of Mexico and there is a little difference between the Spanish-speaking person, up over here West or whatever, compared to the Border. And my feelings, and I have had this feeling, that there was once a Mexican-American War between Mexicans and the U.S., and there were feelings left and we have these feelings floating all over especially the Border towns and of course we have California, Colorado, and New Mexico. If we have a little knowledge of the history of this being Mexico and we were here. And the teachers tend to forget this. The affective aspect of education, for the student is very very important, instead of just cognitive instead of facts and things like this. I will also be talking about my experience coming into the elementary school and in reference to the listening, the speaking, the reading, and the writing, and the competition, if I may so, with the persons that already had had the English background.

Fred Carillo

I too will be speaking about the Chicano or the Mexican-American. Those two terms incidently are synonomous. The people that I am referring to the Chicano or the Mexican-American, are primarily located in the states of California, Arizona, Texas, N. Mexico and Colorado. The things that I will talk about in our workshop -- in our group -- will not necessarily be limited to those people because they are a diverse group of people, just like any other group and many of the things will overlap into kinds of ethnic groups and their problems. But we'll talk a little bit about what Chicanoism is to people today. We'll talk about some of the movements that are going on among the Chicano today and primarily we'll zero in on the younger generation of today and their parents. We'll see how the hostilities that many of their parents had did not boil over until this generation. We'll talk about such things as survival in this society for the Chicano in his old dimension with

with the language differences. Many of these Chicano people live in two cultures and they speak two languages. Many times when they come to school they switch from Spanish to English. It's like now you're in a different world; switch over into that world and many times teachers and counselors look at that as a mark of stupidity. This kid can't speak English very well. Instead of looking at it in the positive manner where it takes some brain to speak two languages really. We'll talk about such things as : the grape boycott in California; we'll talk about the lettuce boycott and what it really means. Some people tend to think, well, that's something that doesn't concern me but these are national boycotts that concern certain people, people that labor in the fields for 16 hours a day, perhaps for very low wages. I'll get into that kind of thing and we'll find out what this particular group's problems are and how you people as counselors can perhaps relate some of the things we talk about to the group of people you work with. Perhaps not necessarily Chicanos but I think their problems are similar because we're all human beings and we all have certain kinds of problems that affect us all. Those are the kinds of issues we'll talk about.

Bill Pierce

I'm going to focus on one particular aspect of a concern that the Black Community has -- nationaity. And there have been some deals to try and deal with this and that has to do with the whole issue of the assessment of intellectual functioning and psychological functioning commonly labeled as I.Q.Tests. Now all we know, hopefully everyone knows, that in the past few years the Black Community's stands towards education and educational institutions have at least been cautious and many times it's been an intense concern as to how this affects the survival of the Black Community, not just as education but in terms of survival of the Black People. One of the things that has become of particular concern is the whole use and function and nature of the intellectual assessment. Some of the things we will be focusing on just in general, are the issues that deal with the image and the reaction to the labelling of children not only in school but also in the community and that affects not only the child but also the family. In many respects this is a community mental health issue. And if we take a longitudinal look at the effects of the use of the culturally biased assessment techniques we see that there's a disproportionate number of Black children in classes for the mentally retarded or whatever nice label they give the class and there is also a disproportionate less number of Black children in classes which they call "gifted classes". Now these are simply the extremes of the damage or irrevocable harm which we've said effect Black people when the tests are given. There is still that great majority of Black people that fall into the "average" intellectual range. The tests still effect them and we never hear about that until you start to look at the level of college enrollment, the level of professional jobs, and ethnic distribution of the kind of professional jobs. When you go back and retrace the history you can see that the persons whose I.Q. was said to be normal may indeed have been another level of intellectual functioning but simply tested with the great majority of average, so called intellectual functioning. Just like it has demonstrated gross damage in the lower and upper limits so we want to talk a little about that affect.

We also want to focus on the quality and nature of the educational experience that a child receives for instance, in the classes that are labeled special education classes. I want to try to make something very clear for those of you who may be familiar with some of the federal suits against the State Department of Education attempting to get a moratorium on the use of the Standard Individual I.Q. Test. Many people seem to feel we're out to raise havoc with special education classes. We're mainly concerned with the issue of the use of assessment of psychological functioning and we're taking a look at where the most damage is done -- the most clear damage is done to Black people by focussing on those classes that children get placed in for the mentally retarded when actually they are intellectually inferior in terms of psychological functioning. So we can talk a little about that to clear off some of the confusion.

I think another thing we need to take a look at in terms of the survival of the Black Community is that we are trying to deal with the issues or trying to come up with resources of our own in the Black Community in terms of different skills and expertise. We can see that over long periods oftime if the educational system which is such an important ingredient in terms of creating resources in the future for your own community, is systematically ripping people off you can see at one level that some of us can see that this is part of the genocidal plot for Black people. The less you increase your resources in terms of survival the more chance you have of being a precarious survival position; therefore, the use of assessing Black people in an educational institution is one of not necessarily getting them in but keeping them out. I think we need to take a brief look at the fact that the I.Q. tests has certain kinds of psychological assessments which people depend on in school, which simply meant , in the beginning, screening out devices rather than screening in and they certainly are continuing to do a very good job in terms of Black people being screened out. So we need to take a look at the whole purpose and philosophy of psychological testing and how schools, counselors and school psychologists not only misuse these tools but how the educational system has continued to condition people to use them as screening out tools, especially for Blacks and other minorities. I think that this particular issue can be carried even further in terms of the Black Community to the attempts that have been made to deal with other kinds of assessments such as Civil Service jobs.

We have got federal injunctions against certain kinds of assessments and positions in the civil service where they give you the test that has nothing to do with the job job such as the fireman or the policeman. We now have some federal injunctions in California on those types of screening instruments. All this is really related in terms of the survival of the Black people.

In addition, I hope that we will get a chance to focus on something which I think is inextricably connected to assessment in education and has to do with the self-concept issues of Black people/Black children, which I will state now has been misconstrued and misinterpereted. It is based on what I'm going to lable the "emotional cripple premise", which education, behavior and social science have perpetuated. We always want to talk about how we have to create a positive self-concept for the kids in the schools and I don't think that's the issue at all. I think the issue is changing the institutions' head around to understand better what self-concept and identity is as a process. It's not a static entity; its not so much that Black children have poor self-concerpts. It's the schools, institutions, education and people in this country., have a poor understanding of what self-concept and identity is. I think this is a very important issue in terms of any kind of counseling activity any kind of assessment activity and any kind of activity which is going to make decisions about a child's life that are going to follow him until he dies. These will be the kinds of issues we will focus on.

Vernell Lillie

In my session, I suppose I will be taking a look at what I consider is the business of counseling strategies for alternative placement. We'll get into trying to define what we mean by alternative placements and the kinds of negative concepts that will arise whenever you begin to even talk about alternative placement. The moment you say alternative placement you are suggesting that there are some traditional placements in existence. If you take that a step further you will realize that these traditional counseling placement centers are in part defined by the larger society and we'll view those in terms of Anglo-American realities.

However, I want to indicate to you the kinds of populations that you probably will be serving and that in part the idea became a reality for me because I had been working for a long time with youngsters whose levels of expectations for themselves had been conditioned by historical and social relaities. In part you may find youngsters who have rather accepted the formal educational structure as it was designed without question and merely bought into because of wishes of parents and important peers and because of economic realities. Also, in part in the alternative placement you may find youngsters who have been content with themselves and their environment, and in some ways have been unaware that they are somewhat responsible for themselves. When you start to consider this you begin to think that there are certain kinds of counseling that are necessary for this youngster that center around personal problems and the practice of discerning exactly who they are and how one plans for and accomplishes a goal.

Now, what I want to get into is proposing strategies, not just one kind of approach for counseling (I don't want to get into an argument of the non-directive or directive approach of those kind of things). What I want to get into is a kind of baby of my own that I've been doing, I suppose for the last 19 years and it is anchored in psycho-drama and socio-drama but I do believe it can be applied to all kinds of areas of counseling. There is a strategy, I believe, and since I was in drama it was an easy thing for me to begin working in that format. I started to work in a format that said something about a youngster maintaining his identity as he played another kind of role. Then I discovered that if a youngster started to play with the sliding and shifting this way he started to make certain fundamental assessments of himself in order to make certain fundamental assessments of himself in order to maintain his identity. First the youngster had to really know who he really was; he had to know his tone of voice; he had to know his physical mannerisms, how he responds in a given situation. In order to maintain his identity in a traditional piece of literature he had to know exactly these particular attributes of himself. If he surrendered his identity in playing these roles, whatever the counseling strategy might have been, he had to also be aware of what he had to give up. And in doing these kinds of things I discovered that it didn't matter whether it was directive counseling or non-directive counseling or whatever the case might be, the youngster was going through a daily internal assessment of himself. Now, you may ask, given what Bill has said in terms of having to reassess the things about self-awareness, why this particular strategy? I'll say it simply this way -- that unconsciously when you are Black or if you are Asian or if you are Chicano, your life follows a pattern that you never really think about, that you never really pull out. You simply know that every body in your neighborhood is going to be a teacher or a letter carrier and you never really question it. Yes, you question some of those overt things that offend you directly. Yes, you talk about the curriculum is not relevant but you never really get back into the internal person and if you did you would suddenly realize that maybe there are avenues and channels that are available that you never really thought about. I have to cite a personal example. Before I met Sandy Baird and the group from the University of Pittsburgh I never thought of being a drama teacher in a high school. I really don't know if you can understand how many fascinating things a drama teacher can do locked away in her own little isolated world. The principal doesn't dare bring visitors down to the back of the auditorium bacause it's a junk room in the first place and he never knows what the kids are going to say. So the best thing to do is stay away from that place. So that's a real small world that you never think about. It's just that you have found the way of relating to children and you reach a degree of success and then you stay in that world. When you are then forced out of that world into a new environment you must then do some certain kinds of assessments and I think that is what I'm talking about. If we move them into the maintaining identity, the surrendering of identity is a different kind of framework, They suddenly have to do some of, what I call, some real paper work about themselves and the world, and about the possible things that are available to them.

Now, the other things that I want to do with you in that session is role playing it out, you know. I know you're all game about creditability -- who are you? What is she now? She doesn't understand my environemnt. So what I'd like to do is place you first in a frame of acting it out and so we can get into it before I begin to talk hopefully it will establish a bit of creditability about the business really working. Let me say this to you. My life was easier than yours, I was a drama teacher. Rarely do you have restrictions on a drama teacher. So in part I know that where I've had the freedom of function, many of you because of traditional educational structures will never have that kind of freedom. But what this did help me to understand is that here I am a drama teacher and that's all I was. I've never been a counselor. I suddenly started to think that if counselors could re-think their roles and stop thinking about the one-to-one and all other kind of things that you are involved in and realize that if you had access to kids 30 minutes everyday or 50 minutes a day, as I have had in a gruop setting, how much more you can do. I think in essence that is what my session will be about. I am also a fun person and there is a great deal of pleasure in giving and in sharing and in being a part I think, of a mature process of growth for people. I want to share that with you and invite you to try it. You may like it.

Paul Stanton

I'm not quite sure why I'm here beyond that my suspicion is for two reasons. One is that I've been very much involved in teacher education for a variety of years at a variety of different levels. Number two is that I've experienced teacher and teacher education in both the urban and the rural environments, the North and South, and I have seen lots of destructive things happening to kids no matter where it is geography wise and no matter where it is in terms of urban-rural. So I suspect that is the two primary reasons why I am here.

I hope to present some ideas that will help all of us perhaps change our educational systems to the point that we are in fact reaching for a pluralistic educational system and in fact reaching for a system that will create what I call a tossed salad effect rather than a melting pot effect. Tossed salad is only good if you have all the components but when you take each component individually it has it's own identity and it is good itself. That, to me makes far more sense than the concept of the melting pot. I would like to borrow a phrase from a title book, I'm not sure who wrote it, but it's entitled Beyond the Burning. I'd like to think of it in terms of "beyond the behavior". I would like to think that perhaps in the group that I am working with we will get a chance to look at some of the attitudes and feelings that are beyond behavior. I think we have a tendency in public school systems to fall in to a trap of attitudes and feelings that are the cause of behaviors whether they are Anglo behaviors or Black behaviors or what have you. I am very hesitant to speak for a culture or for a group. I do not have much problem speaking for myself, I do it very loudly and very vociferously. But when I find myself being put in a position where I am supposed to speak for a culture I get a little tight because I'm not even sure what a culture means to me. I understand that difference and I understand my experiential difference to that one so that's kind of where it is. I am most concerned about the attitudes and feelings of white Anglos as it related to confusion, fear and anger and how they act out these feelings in terms of other groups of people. I think there are some important things that we can deal with around that. I suppose that's it.

Margaret

I'd just like to raise a couple of questions so that we could perhaps get back a little bit to some of the things that were said. I noted that one of the fairly crucial issues that you talked about Bill was that of changing the institution rather than the focus on something being wrong with the child or the children. Will you just expound on that a little bit more.

Bill

In regard to the whole issue of self-concept the point-of-view I am going to take is that social and behavioral science has laid out a point-of-view about trying to understand Black people and that point-of-view has been based on, just like everything else in this system, a racist point-of-view. Therefore, when you read Eric Erickson or when you read anything about studies about Black concepts what you find is that the attempt is always to equate the victim with the victimizer and there is no way in the world that the victim and the victimizer can be the same. So, therefore, you run into things such as just counting up the number of psychological studies that have been done on trying to understand Black Folk and finding that the control group is white folks which again is trying to equate the victim with the victimizer. Because the victim group did not look like the victimizer they have come up with some rationale, such as several studies that Black males tend to have higher scores on masculinity and self-concept; then in the interpretation of that they say well, we know that because the person is Black he must be defending against a low self-concept. So each time you get a different finding you find that it is interpereted in the way, in the direction of having the out group as the criteria. We tend to think that way and psychology, social and behaviorial criteria, science has conditioned us to think and compare groups of prople against one basic criteria which is the white middle-class standard. Therefore, if you don't match the standard either below ora bove -if you come out above it or below it- there has to be some interpretation to either progress you to the mean or regress you back to the mean. It's always interpereted in terms of that and I think we need to think about that. What we don't think about when we begin to deal with children is who we are dealing with in terms of their self-concept, their own identity, and their own sense of self. In the last few years, of course, the whole issue of Black identity has become a very important, demonstrated and manifested role in the Black community. Within the Black Community there has always been very very high in-group identity but it has only been manifested in certain places and one of the places that it is certainly not manifested is in the white school. We tend to think that Black people have to start doing something, now they have to discover themselves. As Dick Gregory said about America being discovered, how are you going to discover something that's not only occupied at the time but is also being used . We never think about the fact that there is a historical stance to self-concept and there is a cultural idiosyncratic way in which it is manifested. But the way we try to understand it from a psychological perspective is by equating the victim with the victimizer and so the institutions, especially the educational institutions, tend to perpectuate this point-of-view. If we could get people to re-assess their role in the perpectuation of this type of racism I think we can better understand Black people and their self-concept, and their identity and their own self-awareness.

Margaret

O.K. could we move just a little bit further on an issue that is somewhat related to this. Vernell, you spoke of the business of a kind of maintaining function that as a drama teacher you found yourself in the position of being very happy with what was going on in your relationship and had not really stopped to do a kind of self-assessment. At one time that dealt with what the possibilities might be for you and if we think in terms of that statement, as it relates to the whole business of institutional change, then I have to be reminded that one of the ways that we look at a school is that if a school had a fairly stable faculty. We've been predisposed to that being perhaps good. The stability is one thing we look for in the maintaining of the institution. If I'm hearing you correctly, I would assume that one of the things that you are saying to us is that in the process of being about the kinds of institutional change that can be most beneficial to all students in that setting, we also ought to look at having the adult members of that group do some kinds of assessments, do some kinds of examinations of other kinds of roles that they might fit into. Once we've done that then we have people constantly moving out of the school setting perhaps into other areas in which they can find a greater deal of degree of fulfillment and that leaves thebusiness of a constantly changing institution rather than one that is stable and fixed. Could you just comment on that from the total perspective of what this kind of self-examination on the part of adults can do and what possible benefits might be derived by the school once this occurs or is facilitated.

Vernell

Before I became a public school teacher I was a groupwork specialist and I used to wonder shy the director of the agency felt that it was just necessary to always have a 15% turnover. He thought this was healthy because you were constsntly getting new blood in and I think that this is a very important issue here. That in part, when you are getting new blood coming in, provided they are able to feed into that decision-making structure, would be significant; but if you are in the Southern structure I am really not sure whether it becomes an issue of stability or not. It would not make any difference whether anyone fed in or whether or not it was stable. ; things are just fixed. Now, what you are talking about will work given the fact that the personalities that would become in to the setting could have enough strength and could bring in new ideas and programs and the administration and structures would allow for the changes to occur -That's how I see it and it just does not happen very often. In part though, you see, stability for some youngsters and for some faculty members is not what I'm thinking about. I'm thinking about where a person can make a conscious choice, that I can see where there are levels I can be into; and I therefore, am not here because I have to be here but I am here because I have looked out and this is the choice that I make. I hope you understand that.

Margaret

If I might just pick up on one or two other statements that have been made by members of the panel and ask for a little bit of clarification and expansion. Olga, you used the word hostility and you used it, I believe, in relationship to the kinds of feelings that arise that grow out of the lack of understanding associated with bilingual-bicultural experience, could you comment some on that for us please.

Olga

During my training in counseling one of the words I learned is empathy, and there's very few people that understand still because it is just very hard to be in the other person's situation. This was what I was talking about. I've been here since 7:00 p.m. last night and I've been wondering why we're here.

Are we here to come up with clarifications into understanding the situation of each individual or to change the power structure. I've been thinking about it andI feel that yes, I think both of them sort of relate to each other. We are here to change the power structure however, we are here to learn newtechniques new ways of understanding the other person, the multi-cultural classroom, the multi-cultural society that we live in. I believe that this is what I'm talking about. The hostility, I think this is very important. Many times we wonder why the student doesn't react to whatever is said in the classroom. Many times the teacher/the student just goes along with the same curriculum that they have been teaching for years and years and there's hostility there because there's no way many times that can be changed. Again, going back to the area that I am from where I have heard the words the victim and the victimizer, this is what we encounter in Texas and the Border where the wars happened to be. We can go back to the manifest destiny and talk about this and that and this is more or less what I was talking about.

Margaret

O.K. Fred I noticed that you also used the expression hostility and I believe you used it in terms of what's happening to the younger generation. In as much as when we break up in small groups everyone won't get a chance to hear you elaborate further. Would you talk about how you see hostility as it gets manifested with younger people or what the relationship is for the whole understanding of the multi-cultural approach.

Fred

The part of the country that I come from in Southern Colorado is a town by the name of Pueblo. It's similar to Pittsburgh in that it is a steel producing city. It is sometimes called the little Pittsburgh of the West. It is the largest steel manufacturing city West of the Mississippi River and in that particular town I would say that about 33% of the population, out of a population of about 150,000 is Chicano. Now, also in that town there are large segments of Italians, Slovack people and Anglos. The hostility arises because many of the Chicanos or Mexican American people that live there have come there from an agarian type of society. Many of them have come from Mexico after the war of 1910 , the Civil War in Mexico. Many of those particular people have been in that particular area say for example in Northern Colorado for five generations. They have descendants of settlers that settled there. They feel that they were forced to move because of economic conditions, They were forced to move from their land that they had been on for generations to an urban setting to survive. So they move in and are given the most menial jobs there are, discriminated against treated badly by other peoplein the stores or wherever they go. Naturally they resent it because in their own minds, and among themselves, they say we've been here longer than them - why are we at the bottom. My own philosophy is that whenever you have any large segment of a different kind of people that poses a threat in some way to the majority people then they use that group as an escape goat. This happens to be the case with the Chicanos in the Southwest. The Chicano, going along with what Bill says, does not really have a low concept in his culture. He has a high self-concept. He has dignity. He has pride. But when he deals with the other society that he lives in, he ismade to feel inferior and this hostility is not only limited to the younger people. The older people, because they lack education had to settle for what they could get and so they tried to pass down the philosophy when younger people ask why? How come the gringo or how come the Anglo is always the boss? How come he's always the foreman? How come he always has a good job? That's the way it is. That went on for a few generations then it began to change in my generation that exists today. No, that isn't the way it is, that isn't the way it has to be. So then the hostilities began to boil over and they began to say, wait a minute, I don't dig what you're doing to me and these are the reasons I don't dig it. Now, here's how I'm going to go about changing it and if you don't like it - fine. I can not combat you verbally because I don't have that kind of expertise but if you want to go to blows I can handle you that way if I have to. That's what I mean when I talk about hostilities. It is a way of dealing with some thing that you think is wrong and making them understand it.. Usually the Chicano people are a good natured people, speaking in generalities because that's the only way I can speak; they would try to do it in a nice gentle way if possible. But the young people are saying, they don't understand the nice gentle way so let's gettough with some of them and some of them are getting tough. I don't know what's going to happen. I don't know if this is going to set the Chicano people back even further then they were. I doubt if that can happen maybe its going to gain them some recognition and then people will start dealing with them as people. So when we talk about hostilities they can be within a person or shown outside by that person. As many of you people already know there are hostilities and there are hostilities with reasons. They are not there because somebody's just tipped off and they want to do something. They're there because they have problems and they want to resolve those problems. As I mentioned earlier, when we talk about in the group that we'll get into, we'll talk about some of the actual things that Chicanos are doing today, in the Southwest especially. We will get to specifics as to how they have tried and succeeded in many cases in making some changes in institutions or in the system.

Margaret

If we could push that one step further and raise a question with Paul. You talked about looking at the whole business of behaviors, really as being symptomatic of certain kinds of conditions. In taking a look at some attitudes and feelings and discussing that from the standpoint of the cross-section of our of our audience, we have some persons who are school principals here and who find themselves being confronted with this "this kid called me a beautiful name", you know whatever - the M.F., the bitch, the what have you. Can you just deal with that kind of situation in light of the behavior-the attitude kind of situation.

Paul

Why do you always give me the easy ones. Just briefly and superficially in a way I guess my concern is that we are producing teachers who can't effectively respond to that kind of behavior in a more humanistic caring way. I don't care what ethnic background the kid comes from. I am very concerned that there are a lot of teachers who rather than take that as an expression of something beyond just being called a name, and try in some way to work through at a human level with that individual, the immediate action is - let's deal with this, lets keep the control, let's keep our discipline, let's show this kid where his place is, let's carry him to the principal's office and let the principal respond to him in whatever way administration responds. I don't think we just change that by going into the school and telling the teachers - I think the word used by Olga "emphatic" - you know, try to be emphatic with your kids. I think we change it when we allow people to get into situations where they have a chance to explore. Why they respond the way they respond to behaviors and they have a chance also to explore some of their own feelings. Because, if somebody calls me an M.F. what does that mean- does that mean I'm an M.F. or whatever that is. I've got two kids - so you know, so what. I can't get too hung-up about that, but I can get hung-up around why does that kid want to respond to me in that way and what does that mean to him to call me that. So I think that some way, we've got to get people to get beyond that level of communications and that's not easy. It is particularly not easy when you've been a part of an institution that hasn't rewarded getting beyond that. I use an example, that to me, I can't talk about education unless I talk about liberation. Because one of the components of education, for me is theliberating force. I can't talk about schools without talking about liberation and that is one of my concerns. How can we get schools and education to become congruent.

NATIONAL CENTER FOR FAMILY PLANNING SERVICES

DENVER REGIONAL OFFICE

MR. FRED CARILLO

Mr. Carillo's presentation in the small group focused on Chicanoism in America, particularily in the Southwest. The presentation was basically an elaboration of issues presented in the panel discussion. His presentation began with a historical perspective of Chicanoism in America and focused on the Chicano Movement of the present, especially as it has influence on Chicano youth. As this is a target population for counselors, Mr. Carillo felt there were key concepts that counselors should be aware of. He stressed that there is a great deal of hostility within Chicano youth and that in response to a historical perspective, this hostility is justified. The Movement has also contributed a great deal of dignity and pride within the Chicano youth population. Mr. Carillo concluded his presentation with a synopsis of the trend with the Chicano population relative to attempts at change within education institutions. Group discussion followed Mr. Carillo's input.

Counseling in a Multi-Cultural Society

by

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En este mundo traidor
Nada es verdad ni mentira
Todo es segun el color
Del cristal con que se mira

In this world of treason
Nothing is true and nothing is false
Everything has to do with the color
of the crystal with which one sees
Unamuno

Solo el que carga el moral sabe lo que carga

Only he who carries the load knows what he carries

El que sabe dos lenguas, vale des hombres
He who know two languages is worth two men

Counseling in a Multi - Cultural Society

What is a Mexican American - Chicano?

Introduction:

This paper is based on my own personal experiences while attending the public schools and colleges both as a student and instructor and counselor. I am a Chicano, meaning that I am a U.S. American Citizen, born in the U.S. of Indian and Spanish ancestry; and above all, I am aware of the evil and good things in our educational institutions, which make me a person that would like to see changes of attitude and behavior, especially in the public schools, for the betterment of this society.

The most important characteristic in counseling is the self-concept of the individual, not only the self-concept of the student but also that of the counselor; therefore, counseling does not start in the counselor's office. The counselor should feel secure within (himself-herself); he should be sensitive enough to know some background about his-her client. The counselor should be familiar with his client's environment, particularly that around a campus. Therefore, one of the counselor's responsibilities is that of making the school personnel, starting with the custodians down to the principal, aware of the affective, humanistic aspect of education. The school counselor should involve the entire staff in assisting him/her in the realm of counseling . The counselor could conduct workshops on cultural awareness, in sensitizing the school personnel on cultural differences as well as on individual differences. The students, as well as teachers, must be inspired to acknowledge and respect each other.

> "Everyone must deal responsibly with his own world, fulfilling his needs without preventing others from fulfilling theirs".
>
> William Glasser

However, before learning to respect others one has to have a positive self-image. It is vital that sessions on self-concept also be conducted, not only for students but also for teachers, especially first year teachers.

In reference to the Mexican American or Chicano background, there are many areas one has to consider, keeping in consideration that we are all individuals; therefore, avoiding all types of stereotyping. Areas to consider are names for this group (such as Chicano, Mexican American, Latin American, Mejicano, Latino, Hispanos and perhaps others), economics, "Curanderismo" (physical and psychological welfare), language customs, music, and family styles. To me language is the most important area since this is the roots for communication; therefore, I will begin with my own personal experience in reference to cultural differences through language.

Cultural Differences through language

What is a foreign language to you as an individual?

In my case, English is one of the foreign languages in which I communicate. My mother tongue is Spanish. I was brought up in Eagle Pass, Texas, a border town to Mexico; this being one of the reasons that I feel has made me more of a Mexicana than those not brought up that close to Mexico. By the fifth grade, even though I did not have any formal education in Spanish, I was reading Spanish. My reason for learning to read Spanish is that I had the material to motivate me into reading. For example, "La Gitana" was a continuous novel that one could buy in Mexico at the magazine stands. The novel was about a young, tall, beautiful gypsy with long black hair, who dealt with everyday problems. It was simple; however, I could identify with this character.

The reason I express this is because it makes me feel very sad and at the same time, I feel a hostility toward the Public schools. In the schools, I find that our Spanish-speaking children are trying so hard to learn English, that at the same time they forget their own language. It is not evil to be bilingual; we know of many well known "Americans" that know more than one language. Then, why is it that our Spanish-speaking student is taught to be ashamed of his own culture, especially the language which is the primary asset of a culture.

A definition of a language is "the expression and communication of emotions or ideas between human beings by means of speech and hearing, the sounds spoken or heard being systemized and confirmed by usage among a given people over a period of time".

Language is also transmission of emotions or ideas between any living creatures by any means.

The learned individuals, especially men, have come up with many rules such as "only English could be spoken in the school"; this of course in good faith was for students to really learn the language. Nevertheless, the majority of those Mexican Americans that finished high school were not able to communicate fluently in English. This has been proved by the college entrance examination and job interviews.

I wish that by now those with that attitude could onlysee that they were not only failures in teaching English for 12 years but also crippled many innocent people psychologically.

In essence, what I am saying is that cultural diversity should not be feared for suspected; it should be valued; the student's native language, with the Mexican American, the Spanish language, should be standardized, expanded, and refined. Nevertheless, many teachers focus opon destroying the language as well as the individual. As I research and think back, I come to a conclusion that it was a miracle that we survived in this society.

The differences between the Anglo-Saxon middle class student and the Mexican American student are the many reasons why the latter always followed behind two or three steps. However, in my opinion, language is the most important. Going back to when we were babies by listening to a different set of sounds and noises (vowels, word order, subjects, consonants, consonant clusters, contractions, prepositions) sort of programmed us to one language. And of course, listening is one of the most important fundamentals in learning. Also, in speaking, the Spanish-speaking child is formulating other speech patterns by using kinesiologically his lips, teeth, tongue, pallet, also in a very intricate combination of movements. This means that when a Mexican American child enters school, he is two steps behind the English speaking student: one is listening, the other is speaking. As the child continues, he continues staying behind, next in reading and then in writing. On top of all these technicalities, the child is constantly being reminded to forget his language for it's not any good. The teacher many times never realizes that he is doing this by constantly reminding the student that in school we speak "American" because of all those "good reasons". One can understand that English is at sometimes pretty difficult to understand, even for the English-speaking student; therefore, teachers should comprehend how difficult it is for the Mexican American child. Some of these difficulties I am talking about in these areas are:

Pitching hay
The engine or the clock running
Turn the (heater, water, air conditioner) off
These - them
Sea - See

With this introduction let me introduce you to our cultural differences through Spanish, our language. I was always aware of these; this is why I could never understand the translation of some of my Spanish teachers, later college professors, have done and many are still doing.

For example, in many cases immediately the person becomes the guilty one. While in Spanish, we could say it was beyond our control.

Example:

Spanish	English
"El avion me dejo"	I missed the plane.
(The airplane left me)	
"Se me cayo el plato".	I dropped the plate.
(The plate fell.)	
"Se me hizo tarde".	I was late.
(It got late.)	

Differences

El reloj anda The clock runs

For fingers, in English we have toes and fingers, and thumb.

In Spanish dedos de los pies (feet) dedos de las manos (hands)

El dedo gordo (thumb)

In the Anglo world, one set of words is used to describe the parts of both the human and the animals. In the Spanish culture, there is a set of words to describe animals and others to describe humans.

English	Spanish Human	Animals
mouth	boca	hosico
neck	cuello	pescuezo
back	espalda	espinazo
feet	pies	patas

In essence, all these could lead to embarrassment and misunderstandings instead of learning and respect for others differences.

What I am saying here, is that it is really a pity that we have many monolingual teachers that do not understand the knowledge and feeling of another language. However, if we are sincere in wanting to help all students, we should at least learn a basic knowledge of what it is to be bilingual.

This is where the counselor is able to work with curriculum where it can be relevant to the student.

Suggestions

After having an understanding of cultural and individual differences, plus the components of this complex society, we go into the implementation of this awareness to alleviate the pressures of the school life and the position of the counselor.

Resources

The counselors should be familiar with foundations that assist students with grants, scholarships, loans, the waiving of fees for college entrance examinations. This will help the counselor in avoiding of tracking students in the poverty areas to go into vocational or careers that many times the student is not really wanting to go but because of the financial status is forced into.

Group counseling is extremely important in the public schools, basically because of the lack of counselors. It should be remembered that students learn through emotions as well as logic. Glasser's classroom meetings are of three types, which, in my opinion, should be introduced to all teachers.

1. Social problem solving meetings, which are an attempt to solve the problems of living in the school world.
2. Open-ended meetings in which any questions related to students' lives are discussed.
3. Diagnostic meetings, which are related to what the class is studying and its effectiveness.

In these meetings the teacher is the facilitator, allowing the students to discuss any topic they wish without threat of punitive measures.

Meetings should be short and take place as often or as seldom as once a week.

Once the students and teacher are ready, community people could be invited for group discussion of specific areas.

The counselor could bring awareness to teachers in reference to a relevant curriculum. Many times material being presented in the classroom is not relevant, but students and teachers will accept material because of respect (or fear) of their superiors. In many cases the time when the curriculum is not relevant to the student is when the problem for the counselor starts. In a non-graded school implementation of non-graded courses, such as, dance, physical education, homemaking, art, drama, creative writing and others could be stimulating and beneficial for many students.

Physical education, in my opinion, is one the department could have a tremendous potential for knowledge and use of human relations techniques. I say this as an ex-coach and physical education teacher. Many times coaches forget that the students are human beings with feelings and emotions and only concentrate on competition and physical activities.

The Cafeteria -

Counselors could suggest to teachers and staff members to eat with students and not only when they are on cafeteria duty. This way students will see the teachers as human beings that also eat.

Many times problems such as drugs, fights, beating the teachers, etc., are not the problems. People are the problem; what we give and what we do not give is the problem. We go to the question: Why do we have so many drop outs when everybody knows that education is a success? In my opinion, it is because of the lack of relevancy in the classroom. The movie and television industries are way ahead of the public institutions. The movie and television industry really get to the nitty gritty of life, while many of our teachers cannot accept reality. Because of this, they feel insecure within themselves, and this, of course, hinders their teaching to students.

I remember I used to be one of those that called the television the idiot box. But now because of my 13 year old daughter and my 11 year old son, I discovered that television is not that bad. I have discovered that watching television was one of my children's hobbies. They also told me that they were learning, so I decided to share that activity with them.

And true, the self-image of the actors is tremendous. They just tell it how it is, for example,

Marcus Welby
Archie Bunker (All in the Family)
Medical Center
Sanford and Son
Special Programs
News

Such programs are excellent resources in reproduction, sex, the evil of drugs, psychological problems, ethnicity, cultural differences, etc. Of course, I do not buy everything in these programs but while traveling in Texas and other states, I find that if schools are for learning, let's just close up and watch television. Some of these programs could really substitute for the students' education.

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Counseling Strategies for Alternative Placements

or

"Needed Design for People Who Need People"

by Vernell A. Lillie*

As conscientious counselors who have been introduced to Eric Fromm, influenced by Carl Rogers, encouraged by Fritz Perls, enraged, refuted, and rejected by students, parents, and teachers, you are now wondering about what impractical theory of counseling for alternative placements that this undefined educator will offer. At this moment, this is an appropriate response. It is appropriate because your professional educational training included functional theories from Freud, Reich, and Jung about sexual as well as general social responses of most age groups. Contemporary guidance experts such as Carol Rogers, Fritz Perls, Mazlow, and Moreno are providing additional clarification of the early theorists and practicioners, while presenting new theories that explore concepts in self, in social development, in response to significant others, in internal versus external stimuli, in social process, in patterns of human response and interactions, in spontaniety, in creativity, in social analysis. Apart from presenting theories, these contemporary guidance experts are devising new ways for counselors to view each client as each interacts with others, to analyze themselves as they respond to each client, to devise social settings, issue-laden, and theme-centered counseling sessions unique to each client.

Even though each of the above mentioned guidance experts provides a useful conceptual framework for developing effective counseling strategies for alternative placements, it is Moreno that offers one of the most interesting strategies. In 1911 Moreno discovered play therapy or the theatre of spontaneity while interacting with young children in a Viennese park. From this root sprang the action counseling technique of psychodrama.

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Psychodrama may be loosely defined as a spontaneous enactment of an incident or of an experience from a person's life. It is always an actual, a real occurrance. But let us not spend time defining it. Let us involve ourselves in one such experience. To participate in psychodrama is a far richer experience than merely discussing it.

Let us come together in a circle. First, I want to assist you in freeing yourselves from the concerns that you brought into this room. Some of you may be concerned about the ideas expressed in the previous session; some of you may be concerned about family members left at home; while still others may be anxious to examine psychodrama. Second, I want to assist you in becoming a freer and more spontaneous person. Finally, I want to assist you in developing a working knowledge of psychodrama.

Now that you are in the circle, I would like for you to interpret several lines that I have selected from literature. I will state the lines, then you are to imitate my interpretation of these lines. After imitating me several times, you are to offer your own interpretation of these lines. Finally, bring your interpretation to an intense dramatic rendering. Here are the first set of lines.

> When is it time to love somebody? When he is done
> good and made life easy for everybody else.
>
> Paraphrase from Raisin in the Sun

I am an Aztec angel
Off spring
of a tubercular woman
Who was beautiful

from "I am an Aztec Angel"

Son, I don't understand.
Son, I come from five generations of folks who was slaves and sharecroppers and ain't none of my people ever let nobody pay them any money that was a way of telling them that they wasn't fit to live on this earth.

Paraphrase from Raisin in the Sun

I have my foot upon the cast and I must stand the hazard of the die.

Paraphrase from Richard

Blow wind, crack your cheeks--Rage, blow.

Paraphrase from King Lear

Us ain't no niggers. We got the same daddy as you got.
Ane he comes to see us every night.

Paraphrase from In White America

You cannot understand. You have not had to live it.

(The group spent about 20 minutes rehearsing the above lines. Once it became obvious that each member of the group was beginning to experience the race and class implications of the lines as well as being free of social inhibitions, they were asked to share their social concerns about the characters who would utter these lines. The most significant response centered upon the emotional agony that each character was undergoing. This response led the group into exploring superficially the race, the social class, the emotional state, and the age of each character. At the conclusion of this segment the group was ready to trust me and to explore psychodrama.)

Segment II

You have just participated in one directed method of a psychodramatic warm-up. Remember that because you were using imaginative literature that part of your intent included artistic aims and goals. While these artistic aims and goals are understandable, for imaginative literature, they are never acceptable for psychodrama. The aims and goals for psychodrama are always therapeutic. With these thoughts in mind, let us now move into a directed warm-up on religion. If two male volunteers would assist me, we can explore religion by beginning with a scene between Drummond and Matthew Brady from Inherit the Wind. The line is, "So --- God speaks to Matthew Brady?" The gentleman who plays Brady must formulate his own answer to this question, but his answer must be consistent with his own religious ideas, beliefs, and attitudes. As Brady, he is also encouraged to remain self-righteous and to profess a close association with God. The gentleman portraying Drummond must badger, coerce, and push Brady into a state of disbelief or shock or until obvious tension develops between Drummond and Brady. Once Drummond has succeeded in unsettling Brady, the group may assist Drummond in forcing Brady to feel inadequate or threatened in his role as the religious "savior" of this small community.

(The two male volunteers accepted the role assignments and entered ernestly into creating a scene between an earthy, realistic attorney and a religious, self-righteous one. It became obvious after several intense moments that Matthew Brady felt that he was being misunderstood and abused by Drummond and by the group. At this point, the warm-up was stopped. The group was instructed to question Brady and Drummond about their roles. In response to the questions raised, both male volunteers expressed sympathy for the characters, religious ideas about private and public responses to God, and reservations about exhibiting intense emotional feelings. Following this short discussion, the group was subtly led into an actual psychodramatic session with a volunteer from the Pittsburgh area.)

Since we have observed as well as participated in this enactment between Drummond and Brady, could we share our analysis of Brady. You may want to use the following questions to aid you in this analysis.

> What is Brady like? Is Drummond justified in badgering him? If you, John Doe, were Brady, what would you say and do to to Drummond, during and after the trial? Would you as Brady remain in this town in your present job? Is Brady a heroic figure?

The discussion moved normally into channels of character assessments, of identifying friends and relatives who were similar to Brady, of stating personal attitudes about the function of religious fanatics. At an intense moment during this discussion, the group was asked if any member knew a Matthew Brady type? A very quiet, self-contained young woman indicated that Brady was identical to her father-in-law. In response to my request, she volunteered to enact an important incident she has had with him. She chose to enact one of their perennial incidents about church attendance, especially for the sake of the children. In order to illustrate the theory and the technique of this session, a few paraphrased highlights from this enactment follows:

> The young woman set this scene. She explained that her father-in-law usually began the discussion by stating that the family, especially the children, must be exposed to religion through regular church attendance. Her usual response to this directive is that religion development can be acquired in many ways- sharing, loving, and concern for family members and for other persons. When this information was given, she was asked to act-out in the here and now, one of these typical incidents rather than describe it. She consented. To assist her in this production, several auxiliary egoes were assigned to play her father-in-law, her mother-in-law, and other necessary persons to this enactment. A very intense, detailed enactment occurred that illustrated the frustration and the resistance that the young wife obviously displayed when asked to accept another person's religious views and values. It was apparent that the young wife held sound moral values, cared deeply for her father-in-law, and wished to minimize the friction between them without compromising her own beliefs. She believed in the religious views mutually shared by her and her husband, and intended to follow them.
>
> After several minutes of rather intense verbal exchanges between the young woman and her father-in-law, she was asked to reverse roles with the auxiliary ego playing the father. As she played her father-in-law, gradually she began to present a warm, sincere, caring person who was firm, but not dogmatic; who was intense,

> but not harsh. At one point, to aid her in recognizing and accepting the differences between her verbal style and that of her father-in-law, she was instructed to play the father and maintain her own identity, merely use his words. When it became obvious that her interpretation of him was no longer that of a religious fanatic, but that of a man sincerely concerned about the religious and moral development of his family, the enactment was stopped. She was directed to explore several alternative responses to her father-in-law. The group was asked to assist her. As the reality of her sometimes harsh reaction to him entered her consciousness, she cried softly. At this moment, she was asked to participate in an eulogy for him. She was given full autonomy for this production. The volunteer playing the father-in-law was position as a corpse on the floor. With the assistance of several auxiliary egoes, she was given the option to share her private thoughts with the dead symbol of her father-in-law, telling him perceptions and ideas that she had never voiced to him. She was also given the option of granting him life or of sanctioning his death. In an intense monologue, she shared her religious views with him, and she granted him life. Gradually, she emerged in this scene as a sincere, precise, positive person capable of presenting her personal stance on religion without denouncing her father-in-law.

The enactment ended on this scene, and the group was guided through a very profitable sharing experience of similar or pertinent religious incidents. During this sharing experience, a magnificent panorama of religious views emerged. A careful analysis of the responses as well as of the production suggest that intense or puritanical or secure persons could grow immensely through participation in a psychodramatic session on religion. Structurally, on a deeper level, most members of the group understood that if sophisticated counselors would share or examine intimate ideas, details, and relationships in this environment with casual acquaintances, students, parents, and teachers would respond in similar ways. Two members of the group felt that psychodrama would be of limited value for Black students on college campuses who have practical financial needs. However, the other members of the group quckly pointed out that self-cure, through self analysis, realization, and interpretation offers the most promise for people with limited income. They further suggested that group counseling will provide more hours of interaction between staff and students.

Segment III

Congratulations, this has indeed been an enjoyable psychodramatic experience. With success you have experienced the three basic segments of psychodrama. These segments were the warm-up, the enactment, and the sharing of ideas.

You have mastered the personality assessment strategy I devised as a drama coach, that is Maintaining or Surrendering your identity in assigned or selected roles. You have experienced the 5 essential elements of psychodrama as they are normally employed in a session. These essential elements were the subject, the director, the auxiliary egos, the group, techniques and methods adaptable to the requirement of each situation. Some of the techniques and methods used in this session were role playing, role reversal, role projection, role rehearsal, doubling, mirroring, soliloquizing, chair, dream, and eulogy. Since you have experienced psychodrama as an action counseling strategy, a brief, theoritical examination should provide you with the background to determine if it will be a useful counseling strategy for alternative placements. Understand that alternative placements suggest that their exists traditional placements. This is a dangerous assumption given the philosophical, historical, and contemporary social realities of this world. If we are honest we admit that most traditional counseling placements by social definition include public and private institutions that serve the white American population of European extraction. While alternative placements would include those institutions that serve dissimilar racial or socially unique populations. So we can safely think in terms of psychodrama as being a useful counseling strategy for Blacks, Browns, Reds, low socio-economic groups, the handicap (visual, physical, emotional), and legally institutionalized persons.

DEFINITION AND ESSENTIAL ELEMENTS OF PSYCHODRAMA

A. Definition of Psychodrama

The American Heritage Dictionary provides an acceptable definition of psychodrama as the term is generally used: "a psychotherapeutic and analytic technique in which individuals are assigned roles to be spontaneously played within a dramatic context devised by a therapist." Psychodrama differs from ordinary or conventional drama in its setting (safe, laboratory environment rather than the vulnerable public stage), its means (self-acting rather than character-acting), and its end (therapeutic rather than esthetic). The laboratory environment permits the individual to play himself freely, to draw on his own system of values and his own experiences to search for or reveal truth, to act out new patterns or response or project himself into future encounters. As a diagnostic tool, psychodrama permits the therapist to discover what the individual thinks, what he feels, and how he acts. As an instructional tool, it helps the individual discover his own nature and how it intereacts with other natures. As a developmental tool, it helps the individual learn how to control his feelings, develop new patterns of response, and significantly modify his personality.

In respect to self-knowledge and development, psychodrama may be seen to operate at three levels: the cognitive, involving the individual's knowledge, logic, and reason; the affective, involving his emotions, moods, and feelings; and the behavioral, involving his acting and interacting.

Structurally, psychodrama maintains these traditional features but develops an additional one, the use of scripts. The script provides the distancing that the individual needs for exploring deeply personal problems. It permits the individual who is introspective or sensitive, whose personal experiences are amoral or asocial, to reveal and to understand his problems through characters drawn from literature. It allows the individual, inhibited or shrewd, to test new roles and to receive, indirectly, assessment from the peer group. For the individual with limited social and academic backgrounds, the script offers variety in situations, settings, characters, and patterns of speech.

B. Essential Elements of Psychodrama

Traditionally, psychodrama has five essential elements: the group, the subject, the psychodramatist or director, his laboratory assistants or auxiliary egos, and a system of techniques adaptable to the requirements of the situation. How each element is used in psychodrama needs to be explained.

The Group

The group is the entire membership of the counseling session-teacher, students (selected and referred), counselor, counseling assistance. Collectively it serves as the central therapeutic agent. It brings its varied lifestyles, experiences, systems of value, and patterns of learned behavior to assist its members in social growth.

The Subject

The subject is the individual student. He is the focal point of a psychodrama session. Only those issues pertinent to the growth of the subject are explored. The subject must move spontaneously into revealing or into exploring his problem or his personality. He must be accepted on his chosen level of functioning. Every effort must be made to create an environment and an atmosphere in which he may raise his level of functioning.

The Psychodramatist or Director

The psychodramatist or director, depending upon the training of the counselor is the facilitator of the group. If he is a counselor without clinical training in psychodrama or psychology, he may want to limit his analysis and guidance of each participant. He may need to limit his role to that ot structurer of sequential situations and coordinator of the group. He may want to approach each session primarily as the literary analyst. On the other hand, if he is intuitively or by training a clinician or pyschodramatist, he should freely move to evaluate and guide the individual students. Regardless of his professional background, he is the organizer of each session and the agent responsible for the group. His role may be visibly directive or non-directive, depending upon the needs of the participant, but he always consciously structures his role.

Laboratory Assistants or Auxiliary Egos

The laboratory assistants or auxiliary egos are the observers, recorders, and catalytic agents for the director. Inasmuch as an age and a status difference exists between the counselor and the student, the assistants provide a channel for creating and introducing meaningful peer group relationships and evaluations. The assistants can also be a significant check and balance for the counselor and psychologist since the social growth of a student is much too important to hinge solely on the obersvations of the counselor or the psychologist, who are perceived as authority figures removed from most students' interest level.

Techniques Adaptable to the Requirements of the Situation

There are a number of psychodramatic techniques for assisting a subject in achieving spontaneity, creativity, honesty, and social growth.

The first psychodramatic technique, and that from which all others derive, is _role-playing_. The subject acts out the role elected or assigned. Role-playing engages the subject creatively in realizing--physically, verbally, and emotionally--a character, fancied or actual, someone else or himself. _Role-reversion_, as the name implies, involves the exchanging of roles between two people in a given situation; for example, the daughter plays the mother, the mother plays the daughter. Role-reversing engages the subject in rapid alterations of empathy, helping to enlarge his sympathies and understanding. _Dream enacting_ begins with the subject in a reclining position from which he rises to translate his dream into gesture and action with the assistance of the auxiliary egos. Enacting dreams, like soliloquizing, helps the subject bring out for examination material hidden from himself and others. Doubling engages an auxiliary ego who takes on the subject's identity and interacts with him. Soliloquizing permits the subject to express his hidden thoughts and feelings. (Doubling may combine with soliloquizing, the double picking up cues from the subject's soliloquy and developing them as he thinks appropriate.) Mirroring has an auxiliary ego portray the subject in his presence, imitating his behavior and manner of speaking as nearly as possible, showing the subject how others experience him.

It is essential that the director apply the appropriate techniques at the right moment--something impossible to plan in advance. To ask a student to reverse roles or to soliloquize, when it is obvious he is unwinding and moving toward releasing his pent-up feelings, may inhibit him. If the student assistant is misrepresenting the father, a role reversal, allowing the subject to play the father for a short time, will reveal the subject's perception of his father and give the student assistant hints on the father's relationship and responses to his son. Or, if the hostility seems to be the cause of others ostracizing him, applying doubling at the right moment can impose a different approach. The subject may behaviorally or verbally express disgust for his father. His double may say, while the subject is demonstrating his disgust, "Father, what I am really saying is I love you and I wish you were perfect. I don't really despise you. I despise myself for not being able to help you." This may be a way to help the subject understand that love needs to be expressed as well as disgust or hate. It is important, however, that the teacher suggest doubling only when the subject is ready to admit to himself that his love is there. If the teacher injects the idea of the subject's love for his father too early, the subject may interpret this to mean that this is what he should feel. If he does respond this way, the teacher may be reinforcing the guilt he may already feel.

At the close of each enactment, two techniques used by Lewis Yablonsky may be helpful to the subject.[1] After the subject enacts the climatic moment in an incident involving physical violence, Yablonsky stops the enactment. Then he asks the subject to destroy the antagonist, using the weapon in the actual encounter. Yablonsky carefully guides the subject through the enactment, insisting that he destroy the antagonist. Whether the subject destroys the antagonist or not, Yablonsky declares the antagonist dead and places him prone on the floor. At this point, Yablonsky asks the subject to deliver a eulogy on his antagonist, describing their relationship, saying all the things he would say to him now or wished he had said to him at the original encounter, and finally giving the subject an opportunity to give life to his antagonist. If he revives him, the subject should explain his reasons to the antagonist for reviving him. Second, Yablonsky provides a specially designed pillow for the subject and the group to strike. It may be valuable to the participants if they can strike an object representing the forces of opposition. Yablonsky asks the subject to hit the pillow as hard as he can, then asks him, "What is the blow for?" The answers will vary. Some may say, "I am hitting you because you always put me down;" or "I hit you because you forced me to make a harsh decision against you." For mayn, striking the pillow eases the frustration and reduces the hostility they are feeling toward themselves and their opponent. Carefully, after the pillow exercise, Yablonsky assists the subject and the group to relax and reinforces each member of the group. If any member seems visibly shaken, he or an axuiliary ego gives individual reinforcement to the subject. In most instances after the soliloquizing or striking the object the subject begins to unwind and to review his feelings of hostility for his opponent.

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[1] See Part I of The Family Series, filmed by WQED Television in January, 1972, in Pittsburgh. The film is available for educational institutions after the national reviewing.

The techniques of psychodrama, literary analysis, and acting are aids for achieving therapeutic results. They are not ends. They are significant only as they move the subject and the group toward developing new responses to old problems and testing alternative solutions for the future.

METHODS OF PROCEDURE

For practical purposes this concise outline of methods of procedure for psychodramatic sessions based on a script or based on improvising is outlined below.

A. Sessions Based on a Script

  1. Warm-Up

2. Assigning the Script and Enacting the Roles
3. Discussing the Script, Evaluating the Performance, and Sharing similar experiences

B. Sessions Based on Improvising

1. Warm-Up
2. Enacting by the Subject
3. Facilitating by the Director
4. Identifying the Alternatives
5. Sharing Similar Experiences
6. Examining the Consequences of the Alternatives
7. Decision-Making
8. Extended Exploring, Enacting, and Sharing similar experiences

Depending upon your own unique situation, you may wish to modify the psychodramatic outline given above into three segments - the warm-up, the enactment, the sharing of similar experiences. Whatever method of procedure you adopt as director or as facilator of the session, remember to remain faithful to two of the major premises behind psychodrama, that is, the enactment is the therapeutic analysis and the sharing of similar incidents is the clarifying elements.

SEVEN SEQUENTIAL STEPS IN PSYCHODRAMA

Even though any level of participation in psychodrama is useful, a sequential program yields better results. One approach is to structure the subject's experiences in self-acting and role playing through seven essential steps in which he either maintains his identity (his voice, speech pattern, physical mannerisms, mental responses) or surrenders his identity (adopts the voice, speech pattern, physical mannerisms, and mental responses of another person). This approach includes:

Step One - Initiation (an examination of historical characters, incidents, and events)

Step Two - Decision-Making: Part I (experiences in decision-making)

Step Three - Decision-Making: Part II (experiences in decision-making for personal or social action)

Step Four - Catharsis (an intense personal purge or group interaction)

Step Five - Character Developing (an examination of literary and human prototypes worthy of emulation)

Step Six - Self-Actualizing and Role Testing (a projection of new concepts for self)

Step Seven - Role Clarifying (experiences in spontaniety, creativity, and the moment)

This approach allows the subject to develop a systemized process to discovering self within a minature society of peers.

Finally, time is important in psychodrama. The enactment always occurs in the here and now. The past, present, future is here and it is now. The subject enacts his or her present conception of the event. Further, movement from life to psychodrama and the reverse is a continous process. If the method is a success, a freer, creative, spontaneous person emerges -- integrated with self, knowledgeable of others, capable of self-actualization.

PSYCHODRAMA
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(The following is a somewhat edited version of the typescript of the session with Bill Pierce (ed.)).

Dr. William Pierce

...In my understanding of what's supposed to happen, will go more in depth on the topic of IQtests. Hopefully we will have the opportunity to talk about the issue of self-concepts and identity and mainly a psychological process which I think needs to be reassessed. However, I don't want to make a speech, I can get awfully long winded sometimes so feel free to make this an open discussion and an open give and take kind of thing.

Let me start then by kind of talking about IQ tests as a psychologist and the way we psychologists see it. First, I think that there is a role in psychological assessment that should not be stopped; but we are saying should be stopped is the inappropriate use of this tool, especially as a tool which is not geared toward picking up the Black experience, the Black culture. We now have data which shows historicallythat these tools have victimized Black people in terms of not accurately assessing their intellectual and psychological functioning.

I think one of the most important concepts that does not get across to people in schools is not an issue of screening out. We become an issue of a lot more sophisticated about a lot of things in terms of the field of psychology and mental functioning. When we do a psychological assessment, I think we have to make a distinction among assessing and screening because when you screen you are simply trying to find a place to put a person, when you assess you try to tell something about that person, you're trying to do something more descriptive rather than something actual in terms of segregating or discriminating or separating out or in.

When we take a look at intelligence, we know that intelligence is made up of more than one kind of thing. The score is not indicative of how the person functions, it's situational. It can tell you how the person does certain things-an assessment of intellectual functioning. That is all it's supposed to do. It is not supposed to tell you what's in this "cats" intellectual "bucket". It just doesn't do that. It's supposed to give you some kind of indication of whether the person can formulate concepts, whether you can utilize psychomotor coordination, whether or not they can make abstractions, whether or not they have certain kinds of familiarities with certain kinds of words, i.e. , vocabulary, whether or not they can utilize knowledge which is available to them. So when you start looking at some of the items on the test, if you're really interested in assessing functions or tapping functions rather than coming up with some sort of obscure score that relates only to a situation in which the child has been in you begin to wonder about some of the items on the test. For instance, if you ask an inner-city Black child a question that says, "If you were lost in a forest in the day time, how would you find your way out?" Now, that doesn't make any sense to ask a brother that had grown up in the middle of the city if he was lost in the forest. First of all, you have to tell him what a forest is, see, because he's talking about the woods. He'll be able to relate to the woods but he's not going to relate at first to the forest, unless he's been off reading some things. The point is that if the purpose of the subtest is to tap information that is available to that child then you need to change items that if you want to tap the function rather than getting hung-up on the item of being lost in the forest in the day time. As a psychologist would say what appropriate kinds of knowledge does this child have in relation to his environmental and cultural setting. So you might ask him if he was lost in Gateway Center, down town Pittsburgh, how would he find his way back to the Hill? How would you find your way back home? That would be an appropriate way to tap the functions of available information to that child. So if you ask items that are peripheral to his knowledge, if you ask items that are even outside of his scope, you automatically are going to get a biased kind of response pattern on the test. So that we're simply saying that the test are based on norms and standards that do not relate to different cultures. Now, there are people who are saying that we need a culture-free test, there's no reason why you should come up with a culture-free test, because how are you going to give someone something that they've never related to before - free of what? Even when they tried to come up with certain kinds of tests which are more "performance rather than verbal", because brothers can talk or something you still tend to get is a cultural dynamic, i.e. if you're going to ask a child to put blocks together in certain kinds of designs, you have to take in to consideration whether he has ever played with or seen blocks before and if he has, whether or not he is familiar with the kinds of designs you want him to make. So even in those kind of "culture free" instruments we are still assessing one's familiarity with his own culture and with his own experience. So, therefore, intelligence and experience can not really be separated. What we need to produce are culturally relevant assessment techniques. It is possible to do this if you operate at the level of attacking certain psychological functions.

What we did in San Francisco is that we went back to and re-tested children that were placed in the mentally retarded classes on the basis of the IQ scores that were generated by the schools and we used the same test scores and we did a couple of different things. First the race of the tester was the same as the race of the child and we know that is a variable even though a lot of people want to argue about that. We probably took much more time with the child than time permits or that the school psychologist or school testers would take with that child. We did other kinds of things such as not be so interested in whether we administered the test according to the manual but understand the concept which we were trying to get from the child. We weren't so interested in time limits as we were in trying to some way tap that function.

So if I have two kids, just to give you an example, in San Francisco the people talk about directions in terms of the geographical landmarks for instance, "man where do you live? I live out by the ocean, well that's west "jack", do you know what I mean. If you say I live out by the bay, that's East or I live up by the Golden Gate Bridge, that's North. So you ask a kid in which direction does the sun set and he says "over the water", and that answer isn't themanual. Each child that I tested gave an answer to that question in relation to his locale - out by the water, out by the Golden Gate Park and that is West. Now, Wechsler doesn't have that in the manual as an answer so naturally the school gave them a zero for that. So what we did every time we received an answer like that was to understand it not only culturally but situationally. We would then give the Wechsler score and also give the other score. We came out with these kids having scroes from a range of 17 - 38 points higher than what the school had tested them. Not one of those kids should have been labeled mentally retarded. Now they might have some special educational needs but that's a different question than saying that a child has to live with the stigma and his family has to deal with the consequences of a different educational experience for the child. So on the basis of issues, such as this one, we felt that the child's basic civil rights were being violated. We filed a suit against the State Department of Education. The basis of the suit was that the child's educational opportunities were being denied because he was inappropriately educated, nor was he given full credit for the kind of educational experience which he could handle. The Federal Judge said we had a good argument so an injunction was placed on the city and county of San Francisco but he did not put an injunction on the state. So, now we have to go back around and over in the process of going to trial and we will probably win. I don't want to say this optimistically because this thing started in 1970 and it is now 1973.

But the implications of this, just in terms of politics, is that if we do it in California it has implications for every state in the country. What we have done is that we have stopped the State Department of Education from implementing its code that each child has to be assessed by on individual IQ test of the nature and kind that we use now.

Participant: Are you in the process of developing or standardizing the appropriate I.Q. test?

W.P.: That is an issue that always comes up. "Now that you have rocked the boat, what are you going to do to still the water?" We're not going to do anything to smooth the water; we don't think it should be smoothed. I think we should take a very close look at this. Many times we forget that the testing industry in this country is big business. Psychological Corporation and Educational Testing Service profit 3 million a year, that's big business baby. Essentially what's happening is that the test producers are selling products to the school systems that don't work what we would like is for the school systems to force that big industry to begin to develop some. So it is always easy to say to the people that make the criticism, "Well why don't you all change it"? No, that's not the route we're going. Even though there are different people working on this - it's not a major product of let's say the people in the Bay Area Association of Black Psychologists or the National Association. We are taking the position that testing is a business. Testing is a big business, the products they are selling are inappropriate to the Black population. Therefore, it is the responsibility of that industry to change the nature of their product. The only way we can get them to change is to keep the state from buying their products. Once you get the state to stop buying their products, it begins to effect their pockets and you begin to get a lot of scurrying and change. What we've gotten from a lot of testing companies like ETS has been a willingness to sponsor conferences on a minority testing and then they think they're something but they haven't done anything to change or restandardize the test. So that's the route that they're coming from. They are not doing anything to re-gear in terms of the use of those tests and what happens is that school districts continue to buy them every year. So, I think we have to take a look at the kind of capitalistic system that we exist in , it is only logical and reasonable that you go toward the business and the monetary value that it has for the industry in terms of changing it. That doesn't mean that we aren't interested, as professionals in trying to develop better assessment techniques. But if you look around at all of the many little tests that are out there is always some "cat" coming out with a new test. The issue is still which company buys that test from him and puts it out on the market. So even though there may be a lot of planning and development around the test, you are still in the marketing and that's when you get back into big business.

Participant: Have you been able to receive support from any other groups based on the fact that they can see where they are in the same bag?

W.P.: You mean other ethnic groups? Yes the Chicanos have a case called Diana vs. the State of California. Ours is Lucille P. vs. the State of California. Basically the same set of lawyers working with us are working with the Chicanos so they have a suit going in the same way.

The Asian-American community hasn't really responded in this way. They tend notto be around in the mentally retarded classes in the same proportions and somehow get around that perticular kind of victimization. I'm not quite sure how they do it but the data shows that they are not ripped off as heavily as the black and Chicano population.

Participant: Has there been something done on a culture-free test a little while ago at the University of Chicago?

W.P.: They tried to come up with a culture free test a couple of years ago but like I said it is impossible to do that. It doesn't make sense to come up with a culture free test. It makes more sense to come up with culturally relevant assessment techniques from our point of view you should have different assessment techniques that relate to different cultures and different geographical and situational settings.

You ask any kid today, "In which way is paper and coal alike?" What's coal man, you know, charcoal? People don't use coal that much. Youask a black kid, "In which way is a copper pan and scissors alike?" Well, what is that, you know. Well, he says they're both tin. Well, if you are in the black community you know what he means when he says tin. Because tin means metal. so when you Re-translate that you know that you know that he's done the first thing for you anyway - - he's tied two independant things together, which is concept formation; and he's tied them together on the basis of certian properties. So, the psychological function has already been demonstrated to you. Now, whether not that's the same answer that Mr. Wechsler wants or not, that's a different issue.

Participant:

In the meantime while this is going on what is being done possibly to help the children deal with both cultures in dealing the super-culture and maintaining his own identity within his own culture until something comes up.

W.P.:

Within my own community?

Participant:

Yes.

W.P.:

I think when you start taking a look at the many kinds of community pre-school settings that parents say they want they want to send their kids to. We have a lot of parents in our particular Black community that won't send their kids to head start but will send their kids to community nursery school or day care center that are generated out of somebody's funds and run by community people. What we try to do is get consultants from the Association of Black Psychologists and many other mental health professions that have a certain kind of philosophy about self-concept. We would go in and make that part of the curriculum in dealing with those young kids. Not just in terms of dropping a concept but in terms of trying to explain the psychological developmental dynamics that can help insure that the maintenance of certain kinds of self-awareness given the important knowledge that in two years the kids are going into the public school system . We've been very successful in certain communities in dealing with children before they get into the public school system. But once they get into that door, you know its easier for them to get in than it is for us. Then we have to fight the battle at another level. We haven't been able to do a whole lot in the schools so that's why we've decided to take a look at another level like the State Education Code. Part of our suit does insist that all schools in California begin to deal with in-service training around cultural issues for all teachers, counselors, and school psychology. If the suit goes down in our direction we will at least have some kind of legal leverage to do that. But it's much easier to deal before you get to the public schools and I think that has been going on fairly well, particularly in San Francisco and other urban cities. So it's really taking place at the earlier ages before the kid even gets into the schools.

There is a lot of community and parent participation in these programs there is a lot of interaction of older students who come in and tutor and do things with the younger kids; there's a lot of expression of culture, ideology and historical perspective through things they read and the kind of cultural heroes. But then we have the effect of what happens in the public schools. So I think that in terms of education that is where I see the biggest progress right now in my community.

Participant:

Would you share some of your feelings about other psychological assessment instruments besides intellectual . . . like testing or whatever. Do you see the same thing happening there? Is is worse?

W.P.:

Well, I don't think it's worse. I think we have to make a distinction between the clinical use of tests, although there are some tremendously shaky things happening there, and the use of I.Q. tests for placement and screening people. You can use an I.Q. test as a clinical instrument. One doesn't have to be concerned with where you place a person; one can just be concerned with the assessment of how his thought processes are working. It is true that when we start talking about the use of tests in a clinical manner that gets over to psychiatric . We know there can be a misuse of this kind of labeling too in terms of the numbers of brothers and sisters that end up in the State Hospitals with the diagnosis of paranoid schizophrenia and if you're not paranoid in this system, you are not going to survive. So that paranoia is a mental health plus if you are a victim in an oppressive system that is not a mental-health minus; it's only a mental health minus if you equate the victim with the victimizer. There is no reason for white folks to be paranoid. But there are a lot of reasons for brother s and sisters to by hyper-sensitive to the system, But clinicans can take that particular kind of psychological stance and mis-diagnose it. And the use of that test by any good clinican should show you that dynamic; the issue is how you interpret that dynamic and against what criteria do you interpret the results. To put it another way you can set up astudy to do a within group design. So rather than a between-in group, you've got criteria . You give group A some measures and you give some to group B. Then you say, how do they match?. You see what happens between groups and that's the traditional way in which we have dealt with understanding people from a psychological and sociological point of view in this country. But there has always been one group that has been constant and that is the white group and everybody has been measured against that. But if you want to understand Black people you have to understand them in relationship to themselves, as they exist.,in the system, not in relationship to the white community. So that many times the criterion on which we base our judgements is the crippling effect of the test. The issue is independent of whether or not the test as an instrument is developed in valid and reliable way. So you have two issues; the interpretation of the results of that instrument and the basis on which that instrument was developed, standardized and normed.

Let me focus that on the second topic that I was supposed to deal with and it has to do with self-concept and identity. First of all I have to say that I think as a psychologist I have to agree that there are certain kinds of psychological principals that are generalizable to everybody, people do think things like that. We are interested in mental functioning - so everybody thinks. How that may be manifested by the cultural experience and background may be something else but the psychological principal is sound. Certain things like there are different levels of mental functioning as unconscious pre-conscious and conscious whether you want to call that by another name or not is a principal that as a psychologist I adhere to and am concerned with. I think though again that we have to get to the interpretation of some of these principals as they are leveld at minorities. Let me give you an example in terms of Black identity. The comparison between what I'm going to call the victim and the victimizer. Black people and other minorities have always been looked at from a premise that I call an emotionally crippled premise and let me try to give you some examples of this. Everybodys heard of Robert Coles, you know, Children and Crisis for which he went down South and up north and looked at children in terms of integration.I in no way want to demean Dr. Coles intent or put him down for doing this. What I wantto put out is the style and philosophy under which he did those studies. The major conclusion from his studies was that there was no evidence of significant psychological harm or damage done to any black kids under integration. Let's think a little bit about that because people said, "wow, integration is great - boom". Independent of that where would "cats" head be to even have a hunch that there was going to be significant psychological harm and injury done just because you put two kids of a differenct race together. Now we know that when people do research they just don't do it out of a clear blue sky, they just don't do it with a blank tablet. You have a hunch that you want to test out or investigate and what I'm saying is that Cole's attitude was coming from an emotional crippled premise. What did he expect black kids to do - start having psychotic breaks because they were riding the school bus with white kids, jump under the bus and commit suicide. Where was even the kernel that would lead him to the hunch to investigate that. I think mainly we have dealt through books, journals and studies with the fact that this is an oppressive system and therefore people must get hurt by it or obviously people get hurt by it; but the other thing is that if you keep equating the victim with the victimizer, you never see the victim in terms of his adaptability and survival in a system that places different kinds of requirements to survive on a victim than on the victimizer. So you're always going to see certain kinds of potential damages and actual damages. The issue is how the people deal with them. So that there has been a whole trend in social and behavioral science to look at black people and other minorities as being crippled by the system rather than looking at how they've been able to survive in the system. It takes a certain kind of psychological stance to survive in a system as oppressive and racist as this. But not only have Black people survived, they have multiplied. Now what are you going to do with that piece of data. So I think that if there are any kinds of change in theoretical approaches it's a change in taking a look at Black people as a group of people - their adaptive survival mechanisms and how they have been able to utilize them. That's a different point of view than the emotionally crippled premise. So I think there is beginning to be, at least among Black Social Scientist and Black Psychologists a look at the adaptive survival of Black people. Let's take a look at some of the things that have been written, and I'm not leveling this as an acquisition but only as another example. There have been many black social scientists who because they have come through the same system have taken the same approach without looking at the basis which they were coming from and have written books and articles such as Black Rage a book that talked about how sick black people were and that book was written by Cobbs and Grier. Twelve years before that there was the Mark of Oppression. So the Mark of Oppression said the same and said exactly what the psychological damage was doing to and is to Black people because of the oppressed system. Now the intent of these people obviously may very well be noble. But you have to examine the basis on which they begin to investigate certain things. When you get a book like the Mark of Oppression a highly rated book based on 19 patients that these "cats" saw in psychotherapy. If you know anything about brothers and sisters relating to a white psychiatrist that suspects in the first place.

If you get those kinds of examples, then you take a guy like Erick Erickson who does have some things to say, I think, about human development. Now as counselors, I'm sure everybody has at least come in contact with Childhood and Society. I want you to go back home and pull that book off the shelf and take a good look at Childhood and Society. It was written in the 50's and that was before the word black had the connotation in the black community that it has today. In that book Erick Erickson has a little sub-chapter called "Black Identity". Now he goes through the eight stages of man, through the basic trusts. He goes through about 371 pages of very heavy psychological droppings, you know what I mean, and he really tunes you up to think through all this. So you say the cat is really right on. Kids have to trust each other, you have to form basic trust and its some very interesting kinds of ways to look at interrelationships between people. If you get at another level you say he's taking into consideration not only the internal psychological dynamics but he's taking in the environmental context in which a child has to grow. The man is really making some very interesting contributions to the field. When you get to page 372 called Black Identity, he says there aint but three kinds of identities Black people can form. One is the rapist fallac nigger, the other is a shuffling laughing, happy white men's boy and the other is (I'm paraphasing now so if you don't believe me you can go back and read it), something like this, due to the excessive early oral gratifications that Black children get from their mammy's you have the happy go lucky black person. This is why they like to laugh, dance and sing. No, I am not just sitting up here dropping some bull, you can just go to the book and read it. The point I'm trying to make is not that Erick Erickson should be any more hep on black people than any other white person because I am not going to say that he's that kind of genius. What I am going to say is that after 371 pages or so talking about some interesting psychological dynamics he does not apply those when he begins to talk about black people and that is a perfect example of how social and behavioral sciences have treated minorities when they start talking about identity and self-concept. They never use the same kind of very good psychological principles in talking about black children as they do when talking about white children. It's always something different.

Suppose we take an example developmental concept that one moves from a rather undifferentiated state of affairs to a more differentiated state and that growth and development is a process of becoming more differentiated and more and more autonomous. In other words, when a child is born, because of his amorphus state of affairs he can not distinguish the mother's breast from the blanket, the wall from the floor or his body parts; but as he interacts with the mother he begins to differentiate much more. He begins to be able to use certain psychological and physiological functions which he would all agree with. This whole movement between undifferentiated to a more differentiated state of affairs is a very important basic psychological principal for the formation of an identity. It is very important to understand this psycholigical concept. To give an example if a kid moves toward a greater state of sutonomy and separateness as an individual he begins to have some boundaries on himself. One of the things that is very important in the whole concept is that he masters certain kinds of things which are average things everyone does, like learning how to talk. There are kids/infants that have never walked before, so anytime they do that for the first time they have mastered something. Have you ever watched a kid try to learn how to walk? Can you imagine the struggle that he's going through and how he has to be so aware of his body parts. Every time he bumps in to something he's aware of a body part. As you see kids grow and master things you have to take into consideration their ability to learn something positive about their own self-image.

I was over at one of these community nursing centers, I was talking about earlier, when we went back and we re-did the old Kent Clark studies - where a lot about self-image and negative self-concept came . You had black kids select dolls, if you are familiar with those studies. The doll that he used probably looked more like an eskimo or an Indian than a brother nor did he control for the hue and the color of the child that was selecting the doll. We re-did that study on a group of black nursery school kids. Coming from the point of view that by 21/2 to 3 years of age they had been able to pick up differences in out group orientation. We said that one of the important psychological variables in helping the kid make the discrimination is that you must give him a sense of separateness. The closer together the stimuli are the more difficult time he's going to have in choosing them. The more relevent those stimuli are or similar those stimuli are to him the better he can discriminate and that's what you want to get at. SO you can't ask the brother to choose, well you can, but you can't make a shole lot of sense of asking a brother to choose between a doll with blonde hair and blue eyes and then that same doll with brown hair and colored brown because physiologically it doesn't look like a brother even though it may be the same color. So we got a black doll and put a dress with a contemporary kind of African print and a heavy afro on it. Then we took the white doll with blonde hair and blue eyes and put a contemporary dress on that dolland tried to make the two stimulii as distinct as possible. Instead of setting the dolls side by side we placed one apart from the other so the kids had their heads to turn to see them. The upshot of this we found that more black kids selected black dolls (we did not duplicate this) when they were asked certain questions. We did anothetthing, we took into consideration the color of the child and what we found wasthat light skinned black people with straighter hair tended to identify with the doll that did look most like them. So instead of saying that they has outgroup preference we said that it is a psychological function of discrimination they are telling you about. They could accurately tell you which doll looks most like them. Now do you interpret that as a negative self-concept or do you interpret that as a good self-concept - meaning the kid is aware of what he is doing. But social and behavioral sciences interpret that as the kid having s negative self-concept, when the Psychological functioning has been adequately and appropriately demonstrated that the kid does now what he's about. So it is in the kinds of theoretical orientation to self-concept and identity formation that things are changing.

Participant:

How much pressure are you placing upon the big business and the psychological outfits in developing new testing? I'm wondering if it is worthwhile to really develop anything new, particularly if one thinks of the assessment as a greater value and testing only one small part of the total assessment. I think one really ought to be thinking about the impact and the conditioning that we all get from our own culture. We live a whole life and we are influenced by a variety of cultures. We are also conditioned for a long period of time by our own psychological make-up but one thinks of testing as trying to use a short cut to understanding all those systems and the conditioning that we go through in those systems. Thus, is testing worth while at all?

W.P.:

I think if we were trying to substitute a short cut we're making the same kinds of error. I think the kinds of things that we areinterested in doing is (1) saying that there is a rolefor psychological assessment but let's be clear what that role is; a test is a tool to help you understand certain kinds of things and it must be interpreted in the light; it has to be interpreted in a way that takes other things into consideration. We're very strong on that kind of statement given the fact that we think that there is a role for certain kinds of assessment techniques. We are saying that we need to make them much more appropriate and we are concerned about the development of other kinds of assessment techniques. The reason that big business is really an issue and how we plan to attack it and force it to move that if the legislation is revised in the State of California that affects all the school districts. This means if they can't use that man's test the man will either lose money or not lose money by adapting himself to new standards one level of it. The other level of it is also very interesting, is that the psychological Association has what they call standards for the development in use of Education and psychological tests. They are in the process of making new revisions one of the things they did was send out a third draft of the revision to everybody. Now, APA has taken its stance that one must take into consideration the cultural variables in the testing situation but there is nothing in that draft that enforces that stance. At the open hearing we pointed out that APA. Their response was we are not an enforcement body. We said that's unreal; anytime the Education and Training Board goes around to graduate schools in universities and says they aren't meeting certain standards you take their accredidation away. You tell me you're not an enforcement body? That's ridiculous. If a clinical psychologist does not go to an APA approved clinical internship that means that he is subject to not getting the kind of job he wants when he gets out. What are you telling me, you are not an enforcement agency? So we are trying to get APA - we are not sure they will enforce certain kinds of things around the use and development of psychological tests. Now one of theimportant things that came out of this little debate was that people were willing to try to come up with some kind of enforcement for new tests but they do not want ot make it retroactive to the old ones. Binet and Wesler which are really doing the damage now . So now there is really some controversy as to whether or not (1) they shoudl be an enforcement agency or take that stance and (2) if they do, should it be retroactive and that's another level we're trying to force that on. That would directly impinge upon testing companies because the APA could make some public comments about the testing companies. If theFood and Drug Administration tomorrow came out and said that Heinz tomato soup causes your toes to curl up, immediately the sale of Heinz tomato soup would drop until Heinz did something to make your toes not curl up. So you can enforce things by public recall and we're trying to force APA to take that kind of stance. It won't do a whole lot of good, from my point of view right now, to have the National Assocaition to Black Psychologists jump up and say it because: ain't nobody gonna listen to us no way; we're not APA! we gotta be different and we're not as good as them. So you still have to deal with the old inferiority superiority game when you drop something on the public, So we have to force APA to make those kinds of statements in order for the testing companies to respons. These are the ways that I see us trying to deal with the testing companies.

MULTI-CULTURAL: COUNSELORS WHERE ARE YOU?

PAUL E. STANTON

I. Introduction

The purpose of this paper is not to speak for a particular culture, but to share some of my perceptions of what is happening to white-anglos, particularly males, in today's world. Many of these perceptions will be stated as generalizations, therefore obviously will break down in specific instances.

Prior to discussing the major purpose of this paper, I would like to make several comments regarding issues that I believe should be important to counselors in today's schools. We are in a period where many groups are seeking liberation and I am hopeful that in the near future we will be able to move to a broader level of liberation, to the liberation of all people rather than dealing just with groups within the larger population. It is important that different groups identify with their movement and become involved, but it will be counter-productive if at some point in time it isn't recognized that the ultimate goal is liberation for all people.

Hopefully, some day individuals will be at the point where their personal identity is not dependent upon the social role that is imposed upon them by the larger world. Counselors have a major responsibility in helping their clients become internally controlled and motivated rather than dependent upon the external extraneous world to decide for them what they ought to be and how they ought to become. If counselors meet this challenge, we will move much more rapidly towards a liberated people in the larger world.

II. Feelings of the Anglo (Male) in Today's World

A. Confusion:

1. Work Ethic Myth:

The work ethic myth that has been the base of the culture has been bent. After spending many years believing that if you work hard and stick with a job you will eventually obtain success, many people are finding that this is not necessarily true, that there are various ways to obtain success and various concepts of being successful.

2. Role Shifts:

The emergence of women and minority groups and the information they have made available has created an instability regarding traditional roles and responsibilities.

3. Future Shock:

Even though Toffler says it much better than I, the fact that change is happening so rapidly and that transcience has become a way of life, has provided a shock effect on many anglos or many people in our society who in the past have been rather stable and have been satisfied with the status quo.

4. Exposure to Social Injustices:

For years, most anglos, particularly in the middle class, assumed that the social injustices to the minority groups only took place in the southeastern part of the United States and since they were not part of that particular geographical region they felt that these injustices were not close at hand and certainly had nothing to do with them and their lives. The exposure of the injustices to Urban Blacks; to Indians; to Mexican-Americans, and to various other groups has had a significant impact on anglos, particularly in suburban and rural America. This impact has added to their confusion because they have always had certain biases and prejudices within them, but they did not feel as if these biases and prejudices had any significant effect on the individuals about whom they felt this way. And only with this, exposure to social injustices have they had to begin to deal much more authentically with their own feelings.

5. Involvement:

In the past few years anglos have become involved in situations that in the past have been problems of minority or oppressed groups. Their children are now being bussed, without their permission, to assure integration. This type of activity has brought them to a level of awareness that they never achieved before and this level of awareness has produced active behaviors in terms of discrimination and in terms of control by government.

Affirmative Action to programs within industries and government have added another dimension of involvement. It is said in a joking manner among many anglo males, that the white anglo male is low person on the totem pole today when there is a job opening and even though they laugh and joke about it, there is confusion, there is fear, and I believe these feelings are part of what we see the anglo acting out.

B. Fear

Beyond confusion is a feeling of fear. The word isn't what it was. Easy solutions to social problems no longer exist. The reason is the strong movement of various ethnic groups, and minority groups to gain what is rightfully theirs. Within the process of this movement, in some cases, the white anglo has been discriminated against or imposed upon and a sense of fear has resulted, a sense of where does it stop? Now that we recognize, after these many years, that there is discrimination going on at all levels; is it going to be turned around? Are we going to be able to create a generalized justice for all people or is the only way we can have justice for one group is to have injustice for another?

C. Anger:

We have been had! We have been told for decades -- work hard, get a nice home, get the materialistic things of life and the things are going to be fine, everything is going to be rosy, but when this point in life is reached one finds all of these dreams are not real, and that many of the things that have been projected as valuable, have little or no meaning. The inauthenticity of relationships crop up and people begin to act out their disillusionments through acts of anger.

I have discussed briefly some of the feelings of the anglo male and probably all of the people, obviously many behaviors evolve from these feelings. I think it will suffice to say that the behaviors are the symptoms and one must get beyond the behaviors to the feelings if a significant change is to occur.

III. Counselors Responsibilities:

If the previous stated conditions have any validity, what are the implications for counselors? There appears to be four major areas of action and these areas should extend to all members of the family.

A. Self Awareness: There is a great need for all people in our society to better understand their needs, motivations, fears, biases, etc. This can best happen in a protected environment where explorations and exposure is rewarded.

This counseling role has been glibly stated for so many years that is almost appears to be a cliche, but if we are indeed going to assist people in the world today, counselors should be sure they have obtained a high level of self awareness so that they can assist others.

B. Role Constraints: People need to understand the limitations they are imposing upon themselves by accepting the constraints of the various social roles. Once an individual has an understanding of his/her strengths and weaknesses, social role constraints should have a minor impact on life-decisions.

C. Societal Impact: Even though many people feel they are capble of operating within an internal control system and this certainly is an ideal one should strive for, it seems rather unfortunate for one to deny the strength and impact of internal forces. The impact is there, and before it can be dealt with in any effective manner, should be seen as a significant variable in an individual's life. I suppose the ideal would be a type of inter-dependence When the individual is aware of the impact of social forces have, but at the same time has a sense of control over these forces, and is able to make decisions and commit actions and demonstrate this balance, he/she is better able to maintain a sense of inter-dependence.

D. Family Life Styles: The individual in today's family has many different forces impinging upon his identity.

1. Emerging Liberation for Women: The clearly differentiated sex roles that have for so long been a significant part of the family way of life is changing. Concurrently there is a change in identity relationships. Because this is in the emerging stages, mixed signals are communicated by parents and siblings. Someone needs to be available to assist in the sorting out of these signals.
2. Multi-ethnic Relationships: People are being exposed to various ethnic-cultural values at a higher rate and with greater intensity. This exposure in the esoteric sense is good, but the ability to sort out the implications is assumed and action upon that assumption can create difficulties for individuals who have no previous experience at this task.
3. Communication Pattern: We have developed the most significant, sophisticated communication system in history. We can see, within seconds, an event in another part of the world via satellite television. In a sense, this communication network system has drawn the world closer, at the same time we have not done very much to improve our intra-personal communications skills. I am reminded of a phrase from the theme song of Midnight Cowboy "Everybody is talking at me but no one hears a word I'm saying." Counselors need to be listeners, we really don't need anymore talkers at, we are in desperate need of caring listeners.

In summary, I don't believe I have communicated anything really new, but I hope I have brought together some old thoughts in a manner that will facilitate your thinking beyond its present state. In essence, to be an effective counselor in todays world one must be willing and capable of transcending one's own experiences. This is a great risk and requires fortitude and therein is a challenge.

OVERVIEW OF PITTSBURGH TRAINING SITES

WADE BAIRD

This session of the conference centered around the field training sites utilized by the Counselor Education Department at the University of Pittsburgh. A large group input session provided brief descriptions of the training sites to be presented in the small groups. Eight training sites were represented in six small groups. Group facilitators were instructed to begin each small group with a brief description of the site or sites involved. Emphasis was to be placed on (1) the characteristics of the site, (2) the setting of the site, (3) the population served by the site, (4) the counselor training program at the site, and (5) the strategies directed at multi-cultural issues within the on-going counseling program. The general goal was to present an accurate perception of what was being done.

Following are brief descriptions of the sites involved in the six small groups and a synopsis of the proceedings:

Northview Heights Elementary School is an elementary school within the Pittsburgh Public Schools.

The Workshop was opened by the Principal of the Northview Heights Elementary School, Mr. Irvin Biggs, who explained the population of Northview, and its unexpected growth in relation to its projected size. The school was built to accommodate about 500 students, but the population has grown to 1100 along with the community population. Mr. Biggs also explained the components of the summer program as being a unique one in that all the people involved in the program were volunteers. It is the first time that several disciplines have worked together in the same program homogeneously . Counselor Education provided five counselor trainees, Elementary Education provided teachers in training, and the Reading and Language Arts Program provided teachers specializing in reading skills whose thrust may have been more geared to the problem of today. Mr. Biggs further described the humanistic qualities he desires to have in his school and qualities he feels should be in all schools which include: curriculum geared to the needs of the particular school; adequate in-service training for the teachers; an open-door policy for parents; an effective method for dealing with the children on a day to day basis; a workable and unique philosophy around the whole teaching mechanism. In a school the size of Northview, it is very difficult for the counselor to be affective or even effective.

Mr. Biggs explained some of the philosophy around the two city counselor education programs, one of which is at Duquesne University which is basically theoretical in its orientation and the University of Pittsburgh being the other which is more on the verbal/non-verbal experiential level. In explaining what he expects in a counselor, the principal said he would like a counselor to come in with a definite idea of what should be done for the benefit of the students, the school, the teachers and the community , and then do it. He does not want a paper shuffler. Some of the questions he raised were: "What can trainers of counselors do to make sure their training is in keeping with the needs of the students?" "How does a counselor decide which child or children need the most help?" Mr. Biggs feels that the counselor has a chance to be an individual in the area of counseling. This individualism should not be inhibitive, but bring with it a talent and independence conducive to creating within its boundaries the needs of all elements being dealt with.

Most of the participants of the workshop concurred that under the present structure within the educational arena are not conducive to doing a job adequately because of intervening pressures and responsibilitiesinherent to a position which has a nebulus design in the first place. Most counselor positions are not clearly defined in the reality of the working situation, therefore, the children suffer and teachers are not likewise serviced properly by the counselors assigned them. A counselor participant from Washington, D.C. described his job as a counselor as one in which he runs errands acts as assistant principal, he carries out discipline but does not counsel. In fact, he stated that he did not know one counselor in his experience that does counsel students. Thereis no empathy or communication between staff members and the system hasthem afraid to voice opinions negative to the present approach for feat that of employment termination. He described a counselor position as a catch all for things no one else wants to do. Mr. Biggs suggested this may be the global way counselors are treated being caught in the middle of the job itself and administrative pressures.

It was suggested that this particular workshop be conducted in another location and on other levels, not with counselors who are not able to correct the problems but are victims, but with levels of administrators.

A discussion ensued about Black and poor children and how they react to different kinds of treatment. Children who are poor and are minorities in more affluent areas are expected to do poorly and do. The economic bracket of the parents often ostracizes a child from his peers. A child who has been a behavior problem in one area often has no problems in another kind of environment or the problems may be minimal. The altering of behavior must happen on many levels and the strategy by which change occurs is also variable.

Generally, it was agreed that the type of climate in a school is set by the principal. The philosophy and style must deal with roles throughout the educational arena so that everyone at all levels has a stake and will then feel freer to give of themselves for the good of the institution and those within its walls.

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The Manchester Floating Classroom is sponsored by the Pittsburgh Public Schools and serves the Northside of Pittsburgh.

The Manchester Floating Classrooms workshop was run by Louis Murdock and Winifred Coachman. First, the co-leaders introduced themselves by means of a short biographical sketch and then presented an overview of the Manchester Community.

This was followed by a detailed explanation of who conceived the idea for the program, how and why it was originated. Then, the workshop participants were shown an audio/slide presentation of the 1971-72 Manchester Floating Classroom Program. The presentation included:

1. Old and new houses
2. Abandoned homes
3. Renovated homes
4. Pupils coming to school
5. Pupils studying
6. Pupils receiving instruction
7. Pupils and local heroes
   (i.e., Joe Green, Franco Harris, etc.)
8. Pupils on field trips
9. Pupils and their parents

Following the audio/slide presentation, the group leaders formally reviewed the philosophy and major components of the program. At this point, the workshop participants actively involved themselves in a question and answer session in order to gain a more vivid explanation of the specific program components especially the counseling thrust.

The questions concerning the counseling thrust, the role of counselors and the role of the counselor education masters candidates served as the question and answer period. This segment of the program contained enough information and enthusiasm to carry the workshop thirty minutes past the scheduled completion time.

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Penn Circle Community High School is an alternative school sponsored bythe Pittsburgh Public Schools.

The major thrust of this seminar was dealing with the question of whether or not multi-culturalism was a relevent issue in America since we can more accurately be characterized as a nation of sub-cultures. The question may be important in an academic sense, but certainly does not alter the need to deal with how the nation progresses in a human sense with many alternative life styles, values and dreams in constant inter-action. The basis for considering this concept was the field site-- an infant alternative high school for struggling for its existence in an urban setting, attempting to provide a free alternative learning environment for teenagers who can't make it any other way.

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Dixmont State Hospital and the Home for Crippled Children were combined in one group as they both represented institutionalized/clinical programs.

The original agenda was that each site would present a description of their site, I.E. Dixmont and Home for Crippled Children. Both sites had practicum students participating who described their experiences. These two portions of the presentation took approximately 15 minutes each. We had originally planned to have the group working on several tasks relating to the theme of the conference. This was decided because we were under the assumption that there would be approximately 15 - 20 participants. After the initial remarks from Dr. Baird, in the large group, the group was much smaller than anticipated.

After the two presentations, we reversed the process and asked the participants questions regarding their role and function in their home institution. We also asked that they comment on how they perceived our two sites from the presentation we had given them. Most of the discussion related to the practicum experience of the Counselor Education Master's students. There was considerable discussion for approximately two hours with most members of the group actively participating on a very comfortable, informal basis.

It was impossible to achieve our predicted outcome with so few participants attending. The original model was to present to the participants three issues:

1. How do they prepare a client or student that requires treatment at an institution or some other such type of facility?

2. How do they facilitate the re-entry of a client or student back into the school or community? How do they help the client deal with the stigma and label?

3. What kind of recommendations or alternatives to hospitalization would be feasable in the community?

Even though the group was so small, these issues were still discussed though more at an implicit than explicit level.

Cathedral High School and Lawrenceville Catholic were combined in one group as they both represented parochial secondary school programs.

In general, the group followed the suggested outline, giving a brief background of each site, and listing some of the areas we have identified as important to counselors and trainees at the site.

Members of the group raised questions about specific programs that interested them, such as teacher consultation and the advisory program at Cathedral. About half of the group participated in this phase of the discussion. Not until the issue of race was brought up did the conversation become more general. Some ideas about to deal with differences we shared, with specific suggestions coming from site prople as well as from conference participants.

Other than strictly racial issues, areas for discussion included: the need for the counselor to understand and be able to deal with his own racial or ethnic prejudices; the need to educate the community of parents, kids and teachers to what counseling services can be, to overcome the image of mental illness and "shrinks" and concentrate on prevention; the need for the counselor to know how the cultural influence operates within the community to be served; and the need for consulting skills on the part of the counselor to support teachers in any quasi-counseling or counseling role they may undertake.

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The Northern Area Satellite of St. Francis Hospital (Sharpsburg) is a community based mental health and retardation program.

Session opened with Charles Teese, the Site Coordinator of the Sharpsburg Site introducing himself, and other representing the site in the group. These persons included: (1) Jerry Donatelli, Director of Neighborhood Centers, Allegheny County OEO and Administrator, Sharpsburg Community Center Inc.; (2) Dr. Judith Scott, Faculty Liason, Sharpsburg Site; (3) Tom Milarski, Kathy Smith and Carol Feit, graduate students assigned to the field site; (4) Two Satellite representatives from Boston and Washington D.C. Charles Teese presented an overview of the Sharpsburg Site which included a description of the summer programs in which the graduate students were participating. These included: a Head Start Program; a recreation program for children and adolescents diagnosed as mentally retarded; and a treatment program for emotionally disturbed children in the Community Health Center. It was emphasized that that the various programs served differenct populations, with the Head Start programming principally a Sharpsburg operation, while the other two programs served a ten community area.

Jerry Donatelli, a community representative, described the community of Sharpsburg as well as the other communities served by the site. This included demographic information as well as a discussion of specific cultural issues that applied to site programming. Mr. Donatelli stressed his concern that although the conference had dealt with the problems of multi-cultural issues with Blacks, Chicanoes, Appalachian Whites and Native Americans, the Eastern European and Southern European ethnic groups had been neglected in many of the presentations. General consensus in the group indicated that the problems in these groups are extremely important and should be integrated into any future conferences and presentations on the multi-cultural community and the counselor. Several points which were brought up concerning the demographic structure of the communities served by the sites included:

1. Wide ranges in socio-economic status.
2. Less than 1/2 percent of the total population of the area served by the site is black.
3. Five of the ten communities in the area have a definite ethnic character, the other five being predominately mixed communities ethnically of middle and upper middle class background.

Following this part of the presentation, Tom Milarski, a graduate student at the site, explained how graduate students felt as site members. He also discussed the impact that working in a community setting such as Sharpsburg required other behavior of the graduate students assigned to the site. Examples of ways in which behavior had been altered by the fact that the students are assigned in the community setting included: (1) respecting and in some ways conforming to the mores and values of the community in terms of dress, language, and attitude; (2) All of the students listed community acceptance as a major concern of theirs in performing site activities; (3) Graduate students tend to be extremely conscious of their speech patterns, language, and colloquial expressions they use while participating in site activities; (4) A very interesting statement was made by Mr. Milarski regarding the site, "The community is the social system, not the institution we are placed in".

Discussion:

The representatives from the Satellites in Boston and Washington, D.C. brought up relevant factors in their program operations related to the cultural peculiarities of the populations which the respective programs serve. Although many points were discussed, one point stood out. The representative from Boston mentioned a real dichotomy in programming. Some programs originate within the community and are developed in response to community demands, while others originate in institutional settings and are more or less imposed upon communities.

In response to a question regarding what qualities would be undesirable in a prospective graduate student who had requested field placement, Mr. Teese mentioned that he would feel strongly against having people at the site who were "picking up the white man's burden" in requesting the placement. Strong qualities indicating a desirable perspective student for placement included: a genuine respect for the values of the community; and a desire to learn from the people in the community with whom that student would be working

PPS PERSPECTIVES: A PANEL

Panelists:

Dr. Charles P. Ruch, Northeastern EPDA/PPS Center-Satellite Project Director, Pittsburgh,PA

Dr. Leon West, Chairman, PPS Leadership Training Institute, Black Affairs Cultural Center, Washington, DC

Dr. Dustin Wilson, Coordinator, National EPDA/PPS Program; Branch Chief, Southwest Division, N.C.I.E.S., U. S. Office of Education

(The following are edited summations from the audio-tape of the Panel. (Ed.))

Charles Ruch: He reviewed the history of the Northeastern EPDA/PPS Center-Satellite project; its strategies, goals and support system needs for the balance of the project. His remarks served as the basis for the Introduction to this volume.

Dustin Wilson: One of the extreme difficulties of the Office of Education getting involved in Center-Satellites and why the Office was so comfortable with the NDEA Institutes is that a program of this nature requires a support system and the Office is not staffed, either in terms of numbers or quality, to provide it in an adequate form. When Pat McGreevy started the program;Center-Satellite was the only responsibility in the Office that he had. He knew the field, he knew what counseling was about, he knew what counselor education was about. What I know about it I learned from Pat as we rode down in the bus in the morning or had a drink during a lunch. That was where I listened and learned.

However, there were several things which the Office did, some of which appeared to us at the Office to be remarkable that they actually occurred. The NDEA Institutes that preceeded this program were one year at a time, each year applicants had to apply for a new Institute. The Center-Satellite models, while not legally given a three year life span, were in a sense, morally given a three year life span because the official documents stated, "Subject to the availability of funds in the second year, this is the first of a three year program", and so on down the line. That was relatively new, and as far as I know, the only place where this had been done was PPS and Educational Leadership programs. So you might say that from the point of view of change, the Office made a magnificant change by making a three year grant out of it.

Another aspect of federal projects which I'm not sure is fully appreciated until they aren't there has to do with linking people and places. All the evidence I can see about schools is that a person can teach in Pittsburgh, Buffalo, or Boston and never go much more than twenty miles away from it. During his whole career there may be no vehicle to say "Why don't you check in Erie, they might be doing something exciting or in Cleveland, or in Boston, or in Washington?" The NDEA Institutes, this project, and other federally funded projects generally provide that kind of opportunity for both participants and the staff. While this is not the specific goal, I venture to say that the people who have participated in this kind of major effort, have benefited, just from this aspect alone. I suspect that people from Pittsburgh would never even have known anybody from SCUNY-Brockport if it had not been for this project or in Boston, unless by accident they meet at an APGA Conference where they would bitch about the terrible conference or something. From the point of view of the change this linkage business is a critical issue to be examined.

Another aspect of such a program as Center-Satellites has to do with the nature of our jobs. There is a psychological capital which I think everybody has and which I think needs replenishing. The role of a project in this process needs to be examined. How does one maintain ones sanity and mental health is the difficult job that each one of us have when we leave the program. I said it before that the teacher has an impossible task, the administrator has an impossible task, the counselor has the same thing. The opportunity of the linkage that such a project offers is, itself, a replenishing activity. The mere fact that Guy Truijillo is here from Alburquerque is something different from what he was doing Monday, Tuesday, and Wednesday. The mere fact that Jane O'Hern is here from Boston is something different. It doesn't mean she is going to go back and change, but it is a different pace. The same thing with people in the school system. The fact that they are no longer immediately faced with the problems they have, provides both an opportunity to meet new people, be exposed to new ideas, and to have a few days away from their regular job, a psychological respite.

At a more crass, vulgar level, the Center-Satellite programs will have spent in three years roughly twelve million dollars. There is not too much difference between the seven Center projects. They are an investment of approximately 1.5 to 1.8 million each. It seems to me that there are a couple of responsibilities in such a venture. One is a professional responsibility to say "What has been the objective results of the three years?" I'm not as much concerned with the counting of the dollars as much as I am that there has been this much money spent and how will we benefit from it. We ought to be able to say, "What's happened programmatically; what's happened in terms of the various participants; what happened in the roles that the participants are expected to play, both in the institution and the school system? How have preparation programs been changed? Has there been any effect upon professional associations?"

I heard Bill Pierce talk yesterday and his topic was the bias of testing, and the results of the bias of testing, and in particular the legislation in California. One of the things he mentioned was that he was trying to influence manufacturers and the designers of tests to re-examine their structure of the tests they are selling to the state. In his presentations he indicated he was trying to work with the professional associations and in particular, A.P.A. He was saying how this was not an easy group to work with and they have all kinds of bureaucratic dodges about how they manage to say, "Well, we're not an enforcing agency." Bill countered with the position that if you are an A.P.A. accredited institution you have to have the following things and so therefore he would say you are an enforcing institution. It would seem to me that in the function of the Center, one of the things would be to identify such issues and to organize the Satellites to say, "O.K., we must contact our various A.P.A organizations and say that we believe there ought to be a strong positive statement and some teeth into the stance with regards to testing, and the tests themselves. To merely, say, "We think something should be done", is not adequate. You must get to the point where you have to talk to your individual A.P.A. representative because I suspect that they vote like any other organization. A second responsibility is that we look realistically at the things we have achieved over time. There is a romance in the Office and the romance is that we are going to be invovled in institutional change. We're going to change the University of Pittsburgh, SCUNY-Buffalo, or the Washington, D.C. public schools. It's a self-defeating thing when we talk about institutional change unless we identify that thing we are talking about. Garnett-Patterson is an institution, so is part of the counseling program at Pitt an institution, and so is part of the counselor training PPS program at SCUNY-Buffalo. We need to define what part of the program we want to change. There is no way we are going to change the whole Boston University.

We talk about it glibly; institutional change and so on--it doesn't happen, but we can challenge--rather than change--things that have been going on. Can we be satisfied with the traditional programs? A function of the Center-Satellite program is to say "Alright, as you look at higher education right now, they are in real trouble and I don't see very many people looking at the trouble." It seems to me that that is an opportunity. For example, only forty percent of the graduates of the University of Delaware went into education and actually taught. Now if I was a state legislator and spending X dollars for educational purposes, I'd say "What the hell do we need all this money for our College of Education if only forty percent of them are getting jobs? We are going to cut your budget by sixty percent and no you identify just the forty percent that will actually teach." It's a kind of challenge that you have to face, what are you going to do with diminishing enrollments, with diminishing demands for you product? It is the same kind of challenge for the school system. How does the school system deal with the fact that they have fewer students. St. Louis school system has roughly 95,000 students now. They expect to settle down to aroung 80,000 in five to ten years. That's quite a drop and they have been dropping steadily. What does a system do with that kind of problem? What does a university do?

It seems to me one of the functions of a support system,which in a loose way the Center-Satellite program is, represents kind of a first hesitant step to final solutions to such problems.

Leon West: One of the unique sides of the Leadership Training Institute, which is in effect the support system of the PPS program, is the opportunity it gives to see a broad perspective of the program. In our efforts with a number of people throughout the country a sort of national network has developed.

As I move around the country this is a part of one of the most unique programs that I have ever seen in my life. It is multi-cultural, it is facing some problems and it does produce resources. All of us, in some way are resources with behavior skills and I think that is the basis of change; because we understand attitudes and behavior itself and some of the interpretations that go with that. This understanding is critical for change, whether it is individual behavior, institutional behavior, community behavior, some kind of other group behavior. We are getting a sense of where we are. We have kind of negotiated norms for operation, our standards, and the kinds of things with which we are functioning.

The questions now that we are addressing, as I see it, is that of production. What are we producing and how are we assessing that. We've talked about multi-cultural leadership, resources, all sorts of changes in curriculum staff development, and design. Let's stop and take a look at that. What kind of students are we graduating? Are we really graduating multi-cultural students and are we putting them in some resource area where they can be used? Are we putting them back into the system with some support?

These are some of the questions that we have to address ourselves to, and se, if indeed, we are producing in terms of the original goals that were outlined.

This year we will be doing much more documentation. We will continue to do more of the kind of regional and national meetings. We plan to look specifically at how we can relate to our institutions and our communities in much tighter constructs so that we can bring people together who can make change. And I think when we talk about change, and people can do it, we talk about people we know on a face to face basis. I don't know the governor up here or the president or other people like that, but on the other hand, if we take steps in areas in which we can have influence, we can eventually get to that level. So we are talking about change that is directed low and people or behaviors that we can see or confront. That begins with our own kind of people in our system and how we can support them when they leave here.

WORKSHOP EVALUATION

An evaluation of the individual sessions and a general evaluation of the conference was conducted by Wilma Smith and Brenda Cole. Wilma was responsible for the design of the instruments; Brenda the collection and analysis of the data. The focus of the evaluation was on the format and content of each session and a general evaluation on how effective the conference was in teaching the goals it had set forth initially. The conference participants were asked to use a scale of 5=excellent; 4=good; 3=average; 2=fair; 1=poor in relating the sessions and conference.

It was generally agreed that the input of the participants and consultants in the panel discussion and workshops was the most valuable experience of the conference. More input and contact with the consultants was a common request. Some of the other comments and suggestions that were expressed through the evaluation were;

> "deeper insight into the issues and complexities of multiculturalism at the end of the conference";
>
> "an opportunity to do individual self-assessment";
>
> "insight into developing training models, goals and objectives";
>
> "need for information shared by participants on programs, particularly satellite programs and training models";
>
> "longer sessions";
>
> "more factual information and audio-visual materials."

Specific data follows.

UNIVERSITY OF PITTSBURGH
EPDA/PPS CENTER CONFERENCE

AN EVALUATION OF "THE MULTI-CULTURAL COMMUNITY AND THE COUNSELOR"

Wilma Smith and Brenda Cole

An evaluation was made on the proceedings of the EPDA/PPS Center Conference on "The Multi-Cultural Community and the Counselor" sponsored by the University of Pittsburgh from June 27-29, 1973. The areas focused upon were:

A. The format and content of the small group sessions conducted.
B. The effectiveness with which the goals of the conference were obtained.

A brief summation of the results for each session appears below: (Scale: 5=excellent; 4=good; 3=average; 2=fair; 1=poor).

SESSION		OVERALL RATING
I.	Community and Multi-Cultural Exchange (an open session)	3
II.	Multi-Cultural Issues	5
III.	Small Groups on Pittsburgh Training Sites	4
IV.	General Conference Evaluation	5

For a more detailed appraisal and participant comments consult the attached sample evaluation forms.

University of Pittsburgh
EPDA/PPS Center Conference
The Multi-Cultural Community and the Counselor

SESSION EVALUATION FORM

Title of Session: *"Community and Multi-Cultural Exchange: An Open Session"*

Date: *6/27/73*

Express your opinion on the following scale as it applies to this session. Circle appropriate numbers. Scale: 5 = excellent; 4 = good; 3 = average; 2 = fair; 1 = poor.

1.	Overall session	5	4	[✓ 3]	2	1
2.	New substantive information	5	4	3	[✓ 2]	1
3.	Possibilities for application	5	4	3	[✓ 2]	1
4.	Exchange of information and learning	5	4	[✓ 3]	2	1
5.	Method of presentation	5	4	3	[✓ 2]	1

		YES	NO
6.	Did the content presented fulfill any need?	( )	(x)
7.	Did the format attempt to cover too much material?	( )	(x)

8. Suggestions for improvement:

   A. *Structure*
   B. *Panel , Respondents*
   C. *Clarity*
   D. *Guidelines*
   E. *Smaller groups*

Your Agency ______________________________

(54)

University of Pittsburgh
EPDA/PPS Center Conference
The Multi-Cultural Community and the Counselor

SESSION EVALUATION FORM

Title of Session: *"Multi-Cultural Issues: Consultant Leading Small Groups"*

Date: *6/28/73 a.m.*

Express your opinion on the following scale as it applies to this session. Circle appropriate numbers. Scale: 5 = excellent; 4 = good; 3 = average; 2 = fair; 1 = poor.

1.	Overall session	[✓ 5]	4	3	2	1	(28)
2.	New substantive information	[✓ 5]	[✓ 4]	3	2	1	(19) (18)
3.	Possibilities for application	[✓ 5]	[✓ 4]	3	2	1	(19) (15)
4.	Exchange of information and learning	[✓ 5]	[✓ 4]	3	2	1	(24) (22)
5.	Method of presentation	[✓ 5]	[✓ 4]	3	2	1	(30) (15)

		YES	NO
6.	Did the content presented fulfill any need?	(44)	( )
7.	Did the format attempt to cover too much material?	( )	(48)

8. Suggestions for Improvement:

   A. *Longer sessions*
   B. *Chances to get to other consultants*
   C. *More*
   D. *Agenda guide*

Your Agency ______________________________

University of Pittsburgh
EPDA/PPS Center Conference
The Multi-Cultural Community and the Counselor

SESSION EVALUATION FORM

Title of Session: *"Small Groups on Pittsburgh Training Sites"*

Date: *6/28/73 p.m.*

Express your opinion on the following scale as it applies to this session. Circle appropriate numbers. Scale: 5 = excellent; 4 = good; 3 = average; 2 = fair; 1 = poor.

1.	Overall session	5	[✓ 4]	3	2	1
2.	New substantive information	5	[✓ 4]	3	2	1
3.	Possibilities for application	5	[✓ 4]	3	2	1
4.	Exchange of information and learning	5	[✓ 4]	3	2	1
5.	Method of presentation	[✓ 5]	4	3	2	1

		YES	NO
6.	Did the content presented fulfill any need?	(X)	( )
7.	Did the format attempt to cover too much material?	( )	(X)

8. Suggestions for improvement:

A. *More contact with presenters*
B. *More task oriented groups in order to get more practical information*
C. *Audio-visual materials*

Your Agency ______________________

University of Pittsburgh
EPDA/PPS Center Conference

GENERAL CONFERENCE EVALUATION

Evaluation should be based upon what was accomplished in relationship to what was to be accomplished. How well did the Conference achieve the stated objectives?

Objectives	Very Well	Well	Moderately	Poorly
1. To promote awareness of the Multi-Cultural community.	(X)	( )	( )	( )
2. To share Satellite relations.	( )	(X)	( )	( )
3. To communicate Community/ Satellite involvement.	( )	(X)	( )	( )

		YES	NO
4. To share information gained in this conference which would make one aware of:	attitudes	(X)	( )
	behaviors	(X)	( )
	goals	(X)	( )
	job responsibilities	(X)	( )
	procedure of operation	(X)	( )
5. Was your input beneficial to other participants		(X)	( )

6. To what extent will information gained or discussion shared through this conference assist you in your PPS work?

"1) *Supplied insight on developing a training model.*"
"2) *Emphasized self-assessment and production.*"
"3) *Will be better able to coordinate PPS activities.*"
"4) *Will help me to be more aware of myself and the schools which my children are attending and to work more effectively with the school administration.*"
"5) *Will be better able to organize, prepare and set goals and objectives.*"

7. Comments?

1)"*Needed inputs around the EPDA/PPS project model in order to get the rest of the experience into perspective.*"
2)"*The speakers were the highlight of the conference.*"
3)"*Well planned emphasis on production, assessment, and improved Satellite activities.*"
4)"*Too much theorizing--too little hard facts and concrete facts.*"
5)"*Made other sites aware of their non-concern for multi-cultural strengths.*"

APPENDIX I

NORTHEASTERN EPDA/PPS CENTER-SATELLITE PROJECT
MANAGEMENT & STAFF

CENTER

Co-Directors

Charles P. Ruch
Thomas Meade
Joseph Werlinich

Satellite Co-ordinators

Wade Baird Mark Peterson Joseph Werlinich	Boston
Robert Campbell	Buffalo
Canice Connors	Duquesne-Carlow
Patrick Malley	SUCNY-Brockport
Thomas Meade	D.C. Schools

Staff

Carolyn Clark
Helen Farcas
Marjorie Osborne
Karen Plavan
Toni Taylor

James Person - Administrative G.S.A.
Elizabeth Davidow - Writing & Dissemination Assistant

NORTHEASTERN EPDA/PPS CENTER-SATELLITE PROJECT
MANAGEMENT & STAFF

SATELLITE PROJECTS

Director	Satellite
Jeremiah Donigian	SUCNY-Brockport
William Faith	Duquesne-Carlow
Doris Swanson Hill	Buffalo Public Schools
Jane O' Hern	Boston University
Margaret Labat	D.C. Public Schools

NORTHEASTERN EPDA/PPS CENTER-SATELLITE PROJECT
MANAGEMENT & STAFF

CENTER DEMONSTRATION COMPONENT

FACULTY	POSITION
Wade Baird	1972 Coordinator, 1st Year Evening Master's Program 1973 Coordinator, 2nd Year Evening Master's Program
Margaret Becker	1972 Coordinator-Specialist Diploma Program 1973 Coordinator, Full-Time Master's Program (Day)
David Botwin	1973 Coordinator, 1st Year Evening Master's Program
Robert Campbell	
Canice Connors	
James Curl	
Robert Dilts	
Nancy Elman	
Geraldine Fox	
Donald Giarrusso	
Susan Gross	
Beverly Harden	
Frank Lackner	
Patrick Malley	1972 Coordinator, Full-Time Doctoral Program 1973 Coordinator, Full-Time Doctoral Program
Thomas Meade	1972 Coordinator, Part-Time Doctoral Program 1973 Coordinator, Part-Time Doctoral Program
John Mosley	
Charles Ruch	Chairman
Judith Scott	1972 Coordinator, Specialist Diploma Program 1973 Coordinator, Specialist Diploma Program
Wilma Smith	L.T.I. Fellow
Gordon Spice	
Joseph Werlinich	1972 Coordinator, Full-Time Master's Program (Day)

APPENDIX II

WORKSHOP PARTICIPANTS

I. "Humanistic Education and PPS -- Building Team Skills"

II. "A New Look at Clinical Competencies"

III. "The School as a Training Site"

IV. "Reinforcing Administrator Roles through Counselor Education Skills"

V. "University-School Relations -- Implementing the Waddy Decree"

VI. "The Multi-Cultural Community and the Counselor"

Roman numeral indicates attendance at individual workshop.

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Davidow, Liz
Davis, Charlotte
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Durham, Jarett
Feit, Carols
Gable, Bruce
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Garnar, Darrin
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